DOCUMENT RESUME

ED 036 865 24 CG 005 164

AUTHOR	Klausmeier, Herbert; And Others
TITLE	Concept Learning: A Bibliography, 1968. A Supplement to Technical Report No. 82. Report from the Project on Situational Variables.
INSTITUTION	Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
REPORT NO	TR-107
BUREAU NO	BR-5-0216
PUB DATE	Nov 69
CONTRACT	OEC-5-10-154
NOTE	62p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.20
DESCRIPTORS	Bibliographic Coupling, *Bibliographies, *Classification, *Concept Formation, *Learning Processes, *Research and Development Centers

ABSTRACT

This report, Bibliography, is designed to aid the researcher concerned with concept learning. It contains (1) rationale and strategy for compiling a bibliography of articles concerned with concept learning, (2) a definition of the word "concept," (3) a system for classifying articles by their content, (4) a bibliography of relevant articles arranged alphabetically by author, and (5) a bibliography of the articles arranged according to their content. (Author)

BR 5-0216
PA 24
OE/BR
CG

TECHNICAL REPORT NO. 107

A SUPPLEMENT TO TECHNICAL REPORT NO. 82 CONCEPT LEARNING: A BIBLIOGRAPHY, 1968

WISCONSIN RESEARCH AND DEVELOPMENT
CENTER FOR
COGNITIVE LEARNING

CG005164

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED036865

Technical Report No. 107

A SUPPLEMENT TO TECHNICAL REPORT NO. 82

CONCEPT LEARNING: A BIBLIOGRAPHY, 1968

Herbert J. Klausmeier, Barbara E. Sterrett, Pamela E. Robinson,
Dorothy A. Frayer, and James L. Bavry

Report from the Project on Situational Variables
and Efficiency of Concept Learning
Herbert J. Klausmeier and Robert E. Davidson, Principal Investigators

Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

November 1969

Published by the Wisconsin Research and Development Center for Cognitive Learning, supported in part as a research and development center by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the Office of Education and no official endorsement by the Office of Education should be inferred.

Center No. C-03 / Contract OE 5-10-154

NATIONAL EVALUATION COMMITTEE

Samuel Brownell
Professor of Urban Education
Graduate School
Yale University

Henry Chauncey
President
Educational Testing Service

Elizabeth Koontz
President
National Education Association

Patrick Suppes
Professor
Department of Mathematics
Stanford University

Launor F. Carter
Senior Vice President on Technology and Development
System Development Corporation

Martin Deutsch
Director, Institute for Developmental Studies
New York Medical College

Roderick McPhee
President
Punahou School, Honolulu

***Benton J. Underwood**
Professor
Department of Psychology
Northwestern University

Francis S. Chase
Professor
Department of Education
University of Chicago

Jack Edling
Director, Teaching Research Division
Oregon State System of Higher Education

G. Wesley Sowards
Director, Elementary Education
Florida State University

UNIVERSITY POLICY REVIEW BOARD

Leonard Berkowitz
Chairman
Department of Psychology

John Guy Fowlkes
Director
Wisconsin Improvement Program

Herbert J. Klausmeier
Director, R & D Center
Professor of Educational Psychology

M. Crawford Young
Associate Dean
The Graduate School

Archie A. Buchmiller
Deputy State Superintendent
Department of Public Instruction

Robert E. Grinder
Chairman
Department of Educational Psychology

Donald J. McCarty
Dean
School of Education

***James W. Cleary**
Vice Chancellor for Academic Affairs

H. Clifton Hutchins
Chairman
Department of Curriculum and Instruction

Ira Sharkansky
Associate Professor of Political Science

Leon D. Epstein
Dean
College of Letters and Science

Clauston Jenkins
Assistant Director
Coordinating Committee for Higher Education

Henry C. Weinlick
Executive Secretary
Wisconsin Education Association

EXECUTIVE COMMITTEE

Edgar F. Borgatta
Brittingham Professor of Sociology

Russell J. Hosler
Professor of Curriculum and Instruction and of Business

Wayne Otto
Professor of Curriculum and Instruction (Reading)

Richard L. Venezky
Assistant Professor of English and of Computer Sciences

Max R. Goodson
Professor of Educational Policy Studies

***Herbert J. Klausmeier**
Director, R & D Center
Professor of Educational Psychology

Robert G. Petzold
Associate Dean of the School of Education
Professor of Curriculum and Instruction and of Music

FACULTY OF PRINCIPAL INVESTIGATORS

Ronald R. Allen
Associate Professor of Speech and of Curriculum and Instruction

Gary A. Davis
Associate Professor of Educational Psychology

Max R. Goodson
Professor of Educational Policy Studies

Richard G. Morrow
Assistant Professor of Educational Administration

Vernon L. Allen
Associate Professor of Psychology
(On leave 1968-69)

M. Vere DeVault
Professor of Curriculum and Instruction (Mathematics)

Warren O. Hagstrom
Professor of Sociology

Wayne Otto
Professor of Curriculum and Instruction (Reading)

Nathan S. Blount
Associate Professor of English and of Curriculum and Instruction

Frank H. Farley
Assistant Professor of Educational Psychology

John G. Harvey
Associate Professor of Mathematics and Curriculum and Instruction

Milton O. Pella
Professor of Curriculum and Instruction (Science)

Robert C. Calfee
Associate Professor of Psychology

John Guy Fowlkes (Advisor)
Professor of Educational Administration
Director of the Wisconsin Improvement Program

Herbert J. Klausmeier
Director, R & D Center
Professor of Educational Psychology

Thomas A. Romberg
Assistant Professor of Mathematics and of Curriculum and Instruction

Robert E. Davidson
Assistant Professor of Educational Psychology

Lester S. Golub
Lecturer in Curriculum and Instruction and in English

Burton W. Kreitlow
Professor of Educational Policy Studies and of Agricultural and Extension Education

Richard L. Venezky
Assistant Professor of English and of Computer Sciences

MANAGEMENT COUNCIL

***Herbert J. Klausmeier**
Director, R & D Center
Acting Director, Program 1

Thomas A. Romberg
Director
Programs 2 and 3

James E. Walter
Director
Dissemination Section

Dan G. Woolpert
Director
Operations and Business

Mary R. Quilling
Director
Technical Section

* COMMITTEE CHAIRMAN

STATEMENT OF FOCUS

The Wisconsin Research and Development Center for Cognitive Learning focuses on contributing to a better understanding of cognitive learning by children and youth and to the improvement of related educational practices. The strategy for research and development is comprehensive. It includes basic research to generate new knowledge about the conditions and processes of learning and about the processes of instruction, and the subsequent development of research-based instructional materials, many of which are designed for use by teachers and others for use by students. These materials are tested and refined in school settings. Throughout these operations behavioral scientists, curriculum experts, academic scholars, and school people interact, insuring that the results of Center activities are based soundly on knowledge of subject matter and cognitive learning and that they are applied to the improvement of educational practice.

This Technical Report is from the Situational Variables and Efficiency of Concept Learning Project in Program 1. General objectives of the Program are to generate new knowledge about concept learning and cognitive skills, to synthesize existing knowledge, and to develop educational materials suggested by the prior activities.

Contributing to these Program objectives, the Concept Learning Project has the following five objectives: to identify the conditions that facilitate concept learning in the school setting and to describe their management, to develop and validate a schema for evaluating the student's level of concept understanding, to develop and validate a model of cognitive processes in concept learning, to generate knowledge concerning the semantic components of concept learning, and to identify conditions associated with motivation for school learning and to describe their management.

CONTENTS

		page
	Abstract	vii
I	Introduction	1
II	Definition of Concept	3
III	List of Publications Searched	7
IV	Classification System	9
V	Form of Bibliographic Entries	11
VI	Concept-Learning Bibliography	13
VII	Bibliography Listed According to Classification System	25
	Author Index	59

ABSTRACT

This report, a supplement to Technical Report No. 82, is designed to aid the researcher concerned with concept learning. It contains (1) rationale and strategy for compiling a bibliography of articles concerned with concept learning, (2) a definition of the word concept, (3) a system for classifying articles by their content, (4) a bibliography of relevant articles arranged alphabetically by author, and (5) a bibliography of the articles arranged according to their content.

I
INTRODUCTION

This technical report is a supplement to Technical Report No. 82 (Klausmeier, H. J., Sterrett, B. E., Frayer, D. A., Lewis, S. B., Lee, V. W., Bavry, J. L., 1969). It contains (1) a definition of concept, (2) a bibliography of articles concerned with concept learning from 1968 journals and Wisconsin R & D Center publications, (3) a system for classifying articles by content into areas of interest to the researcher, and (4) a listing of bibliographic entries grouped according to this classification system.

One primary interest of the Wisconsin Research and Development Center is to extend knowledge about the learning and teaching of concepts. An important step in this task is review of the literature concerned with concept learning. Review of the literature and cataloging of the relevant articles began immediately after the Center was established in September 1964. The results of this endeavor were published in Technical Report No. 1 (Klausmeier, H. J., Davis, J. K., Ramsay, J. G., Fredrick, W. C., and Davies, M. H., 1965), which contained a bibliography of concept learning and problem-solving articles from selected journals for 1950-1964.

Early in the task of cataloging articles, it became apparent that a definition of concept was needed in order to specify more exactly what was to be included in this domain. Existing definitions of concept appeared inadequate as a basis for organizing present knowledge and suggesting additional research. Therefore, an analysis of concept in terms of its attributes was developed. This analysis of concept appears in Chapter II.

Recently, the concept learning section of the 1965 report was updated and expanded. The results were published in Technical Report No. 82 of the Wisconsin R & D Center (Klausmeier, et al., 1969). Relevant articles of 1950-1967 journals were included in the report. In addition to updating the concept learning bibliography of Technical Report No. 1, the report was expanded by developing a classification system to provide more information about each article. Fifty-six areas of interest to the researcher in concept learning were identified. Each article was read to determine in which categories it should be included. Articles were then listed together under each appropriate category of the system.

The first step in compiling the 1968 bibliography was to systematically and comprehensively search the forty-nine selected journals and the R & D Center publications. The publications searched are listed in Chapter III. The text of each article in all issues was examined to determine whether the article met criteria established for inclusion in the bibliography. Criteria specified that the article was (1) to include the term(s) concept, concept formation, concept identification, concept attainment, or conceptual learning in either (a) the title, (b) a subheading, (c) an abstract of the article, or (d) the summary or conclusion; (2) to be a controlled experiment or a theoretical article discussing and integrating empirical research; and (3) to use human subjects. The articles which met all of the established criteria were then arranged by content using the classification system described in Chapter IV.

The present report includes a listing of articles arranged alphabetically by author, in Chapter VI. The articles arranged according to content are listed in Chapter VII. An author index is included and should be helpful to anyone who wishes to locate the work of a particular author.

This technical report brings the search for and cataloging of articles through 1968. It is anticipated that semiannual supplements will be available in the future. Requests for supplements should be addressed to the Dissemination Section of the Wisconsin Research and Development Center for Cognitive Learning.

II
DEFINITION OF CONCEPT

Many people refer to a concept as an idea or abstraction and may, for clarification, give examples of concepts such as dog, numeral, sentence, and reading readiness. In line with the widespread practice of defining concepts by giving synonyms and examples, the preceding definition is acceptable for use with the general public.

In the psychological and educational literature one finds such definitions of concept as:

> The concept deals with the meaning an individual attaches to a word or other symbol, rather than with the mere fact that any given symbol is associated with any given object [Woodruff, 1951, p. 285].

> A concept may be regarded as a verbal habit-family formed usually on the basis of a class of stimulus objects having identical elements [Staats, 1961, p. 195].

> [A concept is the recognition of] a group of situations which have a resemblance or common element. We usually give a name or label to the group [Cronbach, 1954, p. 281].

> Concepts are learnings that permeate thinking [Russell, 1960, p. 323].

> . . . a concept exists whenever two or more distinguishable objects or events have been grouped or classified together and set apart from other objects on the basis of some common feature or property characteristic of each [Bourne, 1966, p. 1].

These excerpts of definitions indicate why one may become confused when attempting to delimit what is meant by concept. The term concept means many different things to many different individuals.

Objects and events may be put into the same category on the basis of their criterial attributes. The category is usually given a name. In turn, the word that represents the category may be defined in terms of the criterial attributes of the category. Such an approach may be used in deriving a definition of that class of learned behaviors represented by the word concept. Concepts have certain criterial attributes which differentiate them from other learning outcomes such as facts. Klausmeier and Goodwin (1966) listed some of these attributes which are now treated briefly at a higher level of conceptualization.

BASIS OF DEFINITION

Words are used to represent concepts. In order that words convey the same or a similar meaning to individuals, it is necessary that there be agreement about the realities for which the words stand. Scholars in a discipline whose knowledge of the concepts is most complete use at least three bases for defining concepts.

First, concepts may be defined in terms of their intrinsic dimensions or attributes. These dimensions or attributes are abstracted as being alike or the same in otherwise dissimilar objects and thus define the concept from an objective point of view. For example, the attributes which allow some objects to be classified as oranges and others as lemons are size, color, shape, and taste. Similarly, the attributes useful in defining or putting many objects into the two classes squares and equilateral triangles are number of sides and length of sides. Living and nonliving things have been studied by naturalists and scientists. On the basis of observed attributes these things have been given names, assigned to classes, and organized into taxonomic systems—for example, the animal kingdom, the plant kingdom, the solar system, and the table of chemical elements.

Second, definition may be based on the use of the objects. For example, corn oil, strawberries, and beefsteak vary markedly according

to intrinsic properties, but all are categorized as food. Some scholars consider use as an intrinsic property of an object and therefore do not differentiate between the first and second bases of definition. Definition of concepts in terms of the use made of objects and ideas, however, is generally more tentative and culturally bound than is definition in terms of intrinsic properties. For example, more people properly classify pigs and cows as animals than pork and beefsteak as food.

Third, concepts may be defined in terms of behaviors or operations rather than attributes. This type of definition is prevalent in the behavioral sciences where many of the phenomena dealt with are internal processes that have no readily identifiable attributes. Examples of behavioral definitions of terms are the following: "Intelligence is the composite behavior measured by a test of general intellectual ability." "Hunger drive is an internal condition of the animal expressed as a linear function of the amount of time elapsed since food intake." Behavioral definitions are precise but different scholars may offer varying definitions for a given word.

In the preceding paragraphs, we have seen that concepts, as represented in words and other symbols may be defined in terms of the observable attributes of objects or events, the uses made of them, or behaviors which permit inference of a concept. It is not the purpose here to treat the certainty of knowledge in various fields in terms of the methods used for defining concepts. Rather, the point is made that one attribute of concept is definability. Experts who know most about a discipline should be able to indicate the main concepts of the discipline, state the bases of definition, and arrange them according to preciseness of definition.

STRUCTURAL CHARACTERISTICS

Four important aspects of concept structure are the complexity of the attributes comprising the concept, the rules by which the attributes are joined to form the concept, the number of attributes joined, and the mode in which the examples of the concepts are experienced.

One way to look at the structure of concepts is in terms of what is joined. Think of the letters of the alphabet as units; of words like fish and fruit as representing classes; of words being joined into sentences by syntactical rules to express relations; and of relations being joined together in paragraphs to comprise systems that may be useful in describing, explaining, and the like. As one goes higher up the scale from units to classes to relations, the concepts become more complex. Being joined eventually are concepts into more complex concepts that some persons call generalizations, principles, or even theoretical statements.

A second characteristic of the structure of concepts is the type of rule by which the attributes are joined. Think of the concepts represented by the words red, mammal, baseball strike, and older. They differ in the number of attributes and the rules by which the attributes are joined. Red is a simple, affirmation-type concept comprised of one dimension. Animals that manifest three attributes simultaneously or conjunctively—warm-blooded, mammary glands, bear young—are classified as mammals. A strike in baseball represents a concept where attributes are joined by a disjunctive rule, and/or. A strike may be a ball thrown in the strike zone and called by the umpire, or it may be a pitch swung at and missed, or it may be a foul tip. A five-year-old child is older than one of four years but younger than one of six. This is a relational-type concept. These are only a few of the rules for joining the attributes of concepts and for joining simple concepts to form more complex concepts.

The number of attributes comprising a concept varies widely. Colors such as red and blue have only one dimension. Mammals have many attributes. Many subconcepts may be joined and relationships expressed among them as in the system by which vertebrates are put into various subclasses. In general, the greater the number of items joined, the more complex (and difficult to learn) is the concept.

The attributes of concepts may be represented in various forms. Words are being used here. Some attributes may be observed directly in figural content; that is they may be seen or heard as they actually exist. Some may also be manipulated or acted upon physically. The attributes of the concept emotion are perceived internally. Thus, attributes may not be equally available or open to the senses.

In summary, the structure of a concept is determined by the complexity of its attributes, the rule joining the attributes, the number of attributes, and the form in which instances of the concept are experienced. Concepts comprised of one or two attributes that may be directly observed in instances of the concept are least complex, or difficult, and may be learned early in life. Concepts comprised of several subconcepts that are joined by disjunctive rules, and that are represented only in words or other symbols, are most complex.

PSYCHOLOGICAL MEANINGFULNESS

Experts in a subject field might agree about the basis of definition, structure, and other dimensions of many concepts in the field. This agreement, however, would not indicate that all individuals possess the same concepts. Thus another dimension of concepts is individual, or phenomenological. Here there are two main concerns: (1) differences regarding the same concept among individuals and (2) changes that occur with increasing maturation and learning within the individual regarding the same concept.

Individuals of the same age vary widely in the accuracy and completeness of their concepts. For example, first-grade children's concepts of reading, school, and time vary considerably as a result of differing environmental and biological factors. Similarly, there is great variability among teachers' concepts of reading readiness, individualization of instruction, and pupil-teacher planning. Differences among individuals in the accuracy and completeness of concepts are well documented.

Children's ability to conceptualize changes with age. According to Piaget, the changes are qualitative; that is, at successive stages that can be very roughly identified with age, distinct changes occur in the kind of mental operations that children can perform.

Bruner has transplanted Piaget's ideas, developed in Europe, to the American setting. According to Bruner, the growing human being has three means of acting upon his environment: through direct action, through imagery, and through language. Individuals not only act upon the environment through these means but have appropriate internal counterparts in the central nervous system for representing sensory-motor acts, percepts, and thoughts. These internal representational schemes are designated enactive, iconic, and symbolic. In early life the child proceeds in this sequence. He apparently first acts upon objects, or manipulates them (enactive representation), before developing a mental image (iconic) of them, and then later associating names with the objects (symbolic). Although this sequence is typical of early life, one does not stop transacting with the environment through action and imagery. The enactive and iconic modes continue throughout life. However, with the development of language, one increasingly deals with his environment at the symbolic level.

Like Piaget, Bruner (1964) stated that enactive and iconic representation are characterized by immediacy. Objects and events in the immediate environment are represented in the cognitive structure. With language development comes the ability to represent experiences in words. This act in turn releases one from immediate transactions with the environment. Language also permits combinatorial mental operations in the absence of what is represented. Thus, higher-order productive thinking is possible and enables one to interconnect and organize experiences into increasingly inclusive and abstract hierarchies.

UTILITY

Of what value is it to have learned a concept? Bruner, Goodnow, and Austin (1956) have outlined five uses or functions of concepts. First, concepts serve to reduce environmental complexity by allowing classification into superordinate categories. Second, concepts are means by which environmental objects and events are identifed. Third, concepts reduce the necessity of continual relearning by providing easily recallable class labels. Fourth, concepts provide direction for instrumental activity. Fifth, concepts permit ordering and relating classes of objects and events.

Not all concepts are equally useful or equally applicable to many situations. As pointed to previously in the discussion of structure, concepts can be ordered hierarchically according to the number and complexity of attributes that are joined, the rules for joining them, and the mode in which they are represented. Concepts at a high level function in more situations than those at lower levels in the hierarchy. For example, the concepts of plant and animal function in more situations than do those of tree and bird, respectively.

Most learning theorists in the previous decades have defined concepts in terms of only one or two of the characteristics of concepts discussed here. This discussion reflects the growing interest for studying concept learning in depth. It is hoped that this discussion will provide some direction for the researcher involved in the study of concept learning, by suggesting areas in which investigation is needed.

REFERENCES

Bourne, L. E., Jr. Human conceptual behavior. Boston: Allyn and Bacon, 1966.

Bruner, J. S. The course of cognitive growth. American Psychologist, 1964, 19, 1-15.

Bruner, J. S., Goodnow, J. J., & Austin, G. A. A study of thinking. New York: Wiley, 1956.

Cronbach, L. J. Educational psychology. New York: Harcourt, 1954.

Klausmeier, H. J., Davis, J. K., Ramsay, J. G., Fredrick, W. C., & Davies, Mary H. Concept learning and problem solving: A bibliography, 1950-1964. Technical Report No. 1. Madison: Wisconsin R & D Center for Cognitive Learning, University of Wisconsin, 1965.

Klausmeier, H. J., & Goodwin, W. L. Learning and human abilities. (2nd ed.) New York: Harper & Row, 1966.

Klausmeier, H. J., Sterrett, B. E., Frayer, D. A., Lewis, S. B., Lee, V. W., & Bavry, J. L. Concept Learning: A bibliography, 1950-1967. Technical Report No. 82. Madison: Wisconsin R & D Center for Cognitive Learning, University of Wisconsin, 1969.

Russell, D. H. Concepts. In C. W. Harris (Ed.), Encyclopedia of educational research. (3rd ed.) New York: Macmillan, 1960, Pp. 323-333.

Staats, A. W. Verbal habit-families, concepts, and the operant conditioning of word classes. Psychological Review, 1961, 68, 190-204.

Woodruff, A. D. The psychology of teaching. New York: Longmans, Green, 1951.

III
LIST OF PUBLICATIONS SEARCHED

JOURNALS

Abbreviations accompanying the journal titles are those which appear in the bibliography.

Journal Title	Abbreviation
Acta Psychologica	Acta Psychol.
American Journal of Mental Deficiency	Amer. J. Ment. Defic.
American Journal of Psychology	Amer. J. Psychol.
American Psychologist	Amer. Psychol.
American Sociological Review	Amer. Sociol. Rev.
Annual Review of Psychology	Annu. Rev. Psychol.
Behavioral Science	Behav. Sci.
British Journal of Educational Psychology	Brit. J. Educ. Psychol.
British Journal of Psychology	Brit. J. Psychol.
Canadian Journal of Psychology	Canad. J. Psychol.
Child Development	Child. Develpm.
Childhood Education	Childh. Educ.
Education	Educ.
Educational and Psychological Measurement	Educ. Psychol. Measmt.
Elementary School Journal	Elem. Sch. J.
Genetic Psychology Monographs	Genet. Psychol. Monogr.
Harvard Educational Review	Harv. Educ. Rev.
Journal of Abnormal Psychology	J. Abnorm. Psychol.
Journal of Applied Psychology	J. Appl. Psychol.
Journal of Clinical Psychology	J. Clin. Psychol.
Journal of Comparative and Physiological Psychology	J. Comp. Physiol. Psychol.
Journal of Consulting and Clinical Psychology	J. Consult. Clin. Psychol.
Journal of Educational Psychology	J. Educ. Psychol.
Journal of Educational Research	J. Educ. Res.
Journal of Experimental Child Psychology	J. Exp. Child Psychol.
Journal of Experimental Education	J. Exp. Educ.
Journal of Experimental Psychology	J. Exp. Psychol.
Journal of Experimental Research in Personality	J. Exp. Res. Per.
Journal of Experimental Social Psychology	J. Exp. Soc. Psychol.
Journal of General Psychology	J. Gen. Psychol.
Journal of Genetic Psychology	J. Genet. Psychol.
Journal of Nervous and Mental Disease	J. Nerv. Ment. Dis.
Journal of Personality	J. Pers.

Journal Title	Abbreviation
Journal of Personality and Social Psychology	J. Pers. Psychol.
Journal of Psychology	J. Psychol.
Journal of Research in Science Teaching	J. Res. Sci. Teach.
Journal of Social Psychology	J. Soc. Psychol.
Journal of Verbal Learning and Verbal Behavior	J. Verbal Learn. Verbal Behav.
Organizational Behavior and Human Performance	Org. Behav. Hum. Perform
Perceptual and Motor Skills	Percep. Mot. Skills
Psychological Bulletin	Psychol. Bull.
Psychological Record	Psychol. Rec.
Psychological Reports	Psychol. Rep.
Psychological Review	Psychol. Rev.
Psychonomic Science	Psychon. Sci.
Quarterly Journal of Experimental Psychology	Quart. J. Exp. Psychol.
Review of Educational Research	Rev. Educ. Res.
Scandanavian Journal of Psychology	Scand. J. Psychol.
Science Education	Sci. Educ.

PUBLICATIONS OF THE R & D CENTER

Publication Title	Abbreviation
Technical Report	Wis. R & D Cent. Cog. Learn. Tech. Rep.
Theoretical Paper	Wis. R & D Cent. Cog. Learn. Theo. Pap.
Working Paper	Wis. R & D Cent. Cog. Learn. Work. Pap.
Practical Paper	Wis. R & D Cent. Cog. Learn. Pract. Pap.

IV
CLASSIFICATION SYSTEM

The following classification system was developed to facilitate use of the bibliography. The categories of the system are the topics and variables which may be of interest to the concept learning researcher. Each article listed in the bibliography was read and placed in all appropriate categories.

First, experimental studies were classified according to the age of subjects employed. For each article reporting empirical research, the age category of the subjects was noted in the bibliographic entry.

Second, variables studied in a particular experiment were noted. Studies which compared subjects differing on characteristics such as mental age, achievement, cognitive style, etc. were listed under the appropriate Subject Variable heading. Experiments manipulating conditions of learning such as type of instructions, pretraining, feedback, etc., were listed under the relevant Learning Situation topic. When variables dealing with the nature of this learning task itself were studied, the article was listed under the applicable Task Variable classification. Research dealing with the nature of a concept were listed under a Concept Relationships heading.

Third, articles and studies relevant to classroom learning were categorized under Academic Areas into subject matter fields such as reading, mathematics, etc.

Fourth, studies employing atypical subjects such as the mentally retarded or emotionally disturbed were noted under the section Abnormal Subject Characteristics.

Fifth, experiments designed to elucidate concept learning phenomena such as discrimination, transfer, etc., were listed under the appropriate topic in the Processes and Phenomena section, as well as under the variables manipulated.

Finally, articles dealing with recurrent topics such as computer simulation, factor analysis, and Piagetian theory were listed together under Specific Interests.

Although it was impossible to list or even determine every area that might be useful to a researcher, these classifications should assist in his search of the literature.

SUBJECT AGE

PS - preschool age including nursery

ES - elementary school age including kindergarten

SS - secondary school age

AD - adults including college students

SUBJECT VARIABLES

Mental age differences

Achievement differences

Cognitive style differences

Age or grade differences

Sex comparisons

Physical characteristic differences

Affective characteristic differences

Socioeconomic status differences

Pre-experimental training differences

Anxiety level differences

LEARNING SITUATION VARIABLES

Instructions, information or teaching method differences

Type and/or amount of pretraining and/or training differences

Type and/or amount of reward and/or feedback varied

Distraction or stress differences

TASK VARIABLES

Sequence of stimuli varied

Number of relevant or irrelevant dimensions varied

Variations within dimensions defining the concept

Comparison between dimensions defining the concept

Number of positive and/or negative instances varied

Number of instances varied

Method of presentation of stimuli varied

Sensory mode of presentation of stimuli varied

Shifts or concept switching

Learning Set

Differences in mode of response

Differences in number of response categories

Redundancy of information

CONCEPT RELATIONSHIPS

Rules

Associative Rank and Dominance

Similarity

ACADEMIC AREAS

Language Skills

Reading

Mathematics

Social Studies

Science

ABNORMAL SUBJECT CHARACTERISTICS

Cognitive disabilities

Physical disabilities

Affective disabilities

PROCESSES AND PHENOMENA

Discrimination

Generalization

Mediation

Transposition

Transfer

Memory

Strategies and Hypothesis Testing

Probability Matching

Conservation

SPECIFIC INTERESTS

Review of literature and discussions

Discussions for classrooms

Piaget theory and methodology

Apparatus description and development

Instrument description and development

Computer simulation

Models

Factor analysis

Semantic differential

V

FORM OF BIBLIOGRAPHIC ENTRIES

The following sections ot the report were produced by computer printout, necessitating some deviations from standard bibliographic form. Journal titles are abbreviated; volume numbers are not in boldface; issue numbers and whole numbers when applicable follow volume numbers and are separated from them by a slash There is a limit to the characters available and thus the following substitutions were made:

	Symbol Used
Colon	*
Quotations marks	

Because of space limitations, entries of articles authored by more than three persons contain only the first three authors followed by "et al."

In Chapter VII, the listing according to classification system, the categories are arranged in alphabetical order. Within each category, articles are arranged alphabetically by author.

VI
CONCEPT-LEARNING BIBLIOGRAPHY

ALLEN V L, BRAGG B W
EFFECT OF SOCIAL PRESSURE ON CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 302-308.

ALLEY G R
PERCEPTUAL-MOTOR PERFORMANCES OF MENTALLY RETARDED CHILDREN AFTER SYSTEMATIC VISUAL PERCEPTUAL TRAINING
SUBJECT AGE-ELEMENTARY
AMER. J. MENT. DEFIC., 1968, 73, 247-250.

ALLEY G R, CARR D L
EFFECTS OF SYSTEMATIC SENSORY-MOTOR TRAINING ON SENSORY-MOTOR, VISUAL PERCEPTION AND CONCEPT-FORMATION PERFORMANCE OF MENTALLY RETARDED CHILDREN
SUBJECT AGE-ELEMENTARY
PERCEP. MOT. SKILLS, 1968, 27, 451-456.

ANDERSON R C
PART-TASK VERSUS WHOLE-TASK PROCEDURES FOR TEACHING A PROBLEM-SOLVING SKILL TO FIRST GRADERS
SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 207-214.

ANISFELD M
DISJUNCTIVE CONCEPTS
J. GEN. PSYCHOL., 1968, 78, 223-228.

ASHBAUGH A C
SELECTION OF GEOLOGICAL CONCEPTS FOR INTERMEDIATE GRADES
SUBJECT AGE-ELEMENTARY
SCI. EDUC., 1968, 52, 189-196.

BAKER F B
THE DEVELOPMENT OF A COMPUTER MODEL OF THE CONCEPT ATTAINMENT PROCESS* A FINAL REPORT
SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. THEO. PAP. NO. 16, 1968, , ,

BEE H L
COGNITIVE STYLE AND PERFORMANCE UNDER DISTRACTION* A PARTIAL REPLICATION
SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 26, 863-867.

BITTNER A C, SHINEDLING M M
A METHODOLOGICAL INVESTIGATION OF PIAGET'S CONCEPT OF CONSERVATION OF SUBSTANCE
SUBJECT AGE-ELEMENTARY
GENET. PSYCHOL. MONOGR., 1968, 77, 135-165.

BLAINE C D, CUNHAM J L, PYLE T W
TYPE AND AMOUNT OF AVAILABLE PAST INSTANCES IN CONCEPT LEARNING
SUBJECT AGE-SECONDARY
PSYCHON. SCI., 1968, 12, 159-160.

BLAKE K A, WILLIAMS C L
INDUCTION AND RETARDED, NORMAL, AND SUPERIOR SUBJECTS' CONCEPT ATTAINMENT
SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 226-231.

BLAKE K A, WILLIAMS C L
RETARDED, NORMAL, AND SUPERIOR SUBJECTS' ATTAINMENT OF VERBAL CONCEPTS AT TWO LEVELS OF INCLUSIVENESS
SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHOL. REP., 1968, 23, 535-540.

BLOUNT N S, FREDRICK W C, JOHNSON S L
THE EFFECT OF A STUDY OF GRAMMAR ON THE WRITING OF EIGHTH-GRADE STUDENTS
SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 69, 1968, , ,

BLOUNT W R
CONCEPT USAGE RESEARCH WITH THE MENTALLY RETARDED
PSYCHOL. BULL., 1968, 69, 281-294.

BOENER C M
EVALUATION OF THE GRADE PLACEMENT OF SCIENCE CONCEPTS IN THE EARLY ELEMENTARY GRADES
SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 253-260.

BOLES R J
THE FEASIBILITY OF TEACHING BIOLOGY VIA THE SOCIO-HISTORICAL APPROACH
SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 66, 1968, , ,

BORNSTEIN R, GRIER J B
PRETASK INFORMATION IN CONCEPT IDENTIFICATION
J. EXP. PSYCHOL., 1968, 78, 306-309.

BOURNE L E JR, DODD D H, GUY D E, ET AL
RESPONSE-CONTINGENT INTERTRIAL INTERVALS IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 601-608.

BOURNE L E JR, GUY D E
LEARNING CONCEPTUAL RULES* 1. SOME INTERRULE TRANSFER EFFECTS
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 423-429.

BOURNE L E JR, GUY D E
LEARNING CONCEPTUAL RULES* II. THE ROLE OF POSITIVE AND NEGATIVE INSTANCES
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 488-494.

BRASWELL J S, ROMBERG T A
OBJECTIVES OF /PATTERNS IN ARITHMETIC/ AND EVALUATION OF THE TELECOURSE FOR GRADES 1 AND 3
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 67, 1968, , ,

BROTSKY S J
CLASSICAL CONDITIONING OF THE GALVANIC SKIN RESPONSE TO VERBAL CONCEPTS
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 244-253.

BROWN B R, WALKER D W, EVANS S H
SCHEMATIC CONCEPT FORMATION AS A FUNCTION OF CONSTRAINT REDUNDANCY AND KNOWLEDGE OF RESULTS
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 11, 75-76.

BROWNELL W A
CONCEPTUAL MATURITY IN ARITHMETIC UNDER DIFFERING SYSTEMS OF INSTRUCTION
ELEM. SCH. J., 1968, 69, 151-163.

BYCK M
COGNITIVE DIFFERENCES AMONG DIAGNOSTIC GROUPS OF RETARDATES SUBJECT AGE-SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 97-101.

BYERS J L, DAVIDSON R E
RELEVANT AND IRRELEVANT INFORMATION IN CONCEPT ATTAINMENT SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 277-281.

BYERS J L, DAVIDSON R E, ROHWER W D JR
THE EFFECTS OF STRATEGY INSTRUCTIONS AND MEMORY ON CONCEPT ATTAINMENT SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 831-837.

CALFEE R C, PETERSON R E
EFFECT OF LIST ORGANIZATION ON SHORT-TERM PROBE RECALL SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 468-474.

CAREY R L
LESSON PLANS AND TESTS OF KNOWLEDGE, COMPREHENSION, AND APPLICATION FOR SELECTED CONCEPTS OF THE CONCEPTUAL SCHEME THE PARTICLE NATURE OF MATTER SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 1, 1968, , ,,

CAREY R L
RELATIONSHIP BETWEEN LEVELS OF MATURITY AND LEVELS OF UNDERSTANDING OF SELECTED CONCEPTS OF THE PARTICLE NATURE OF MATTER SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 36, 1968, , ,,

CARINI F F, CARINI L
CONCEPT OF EXTREME SIZE IN CHILDREN
PERCEP. MOT. SKILLS, 1968, 27, 634.

CARNES F E, BLEDSOE J C, VANDEVENTER W C
PROGRAMMED MATERIALS IN SEVENTH-GRADE OPEN-ENDED LABORATORY EXPERIENCES SUBJECT AGE-SECONDARY
J. RES. SCI. TEACH., 1968, 5, 385-396.

CARON A J
CONCEPTUAL TRANSFER IN PREVERBAL CHILDREN AS A CONSEQUENCE OF DIMENSIONAL TRAINING SUBJECT AGE-PRESCHOOL
J. EXP. CHILD PSYCHOL., 1968, 6, 522-542.

CEREWICKI L E, GRANT D A, PORTER E C
THE EFFECT OF NUMBER AND RELATEDNESS OF VERBAL DISCRIMINANDA UPON DIFFERENTIAL EYELID CONDITIONING SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 847-853.

CLARK D C, MCDONALD F J
SELECTION OF DEFINING PROPERTIES IN CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 328-333.

COLE M, GAY J, GLICK J
REVERSAL AND NONREVERSAL SHIFTS AMONG LIBERIAN TRIBAL PEOPLE SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
J. EXP. PSYCHOL., 1968, 76, 323-324.

COLE M, SHARP D W, GLICK J, ET AL
CONCEPTUAL AND MNEMONIC FACTORS IN PAIRED ASSOCIATES LEARNING SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 120-130.

COOK D M, WARDROP J L, TAGATZ G E, ET AL
RESEARCH AND DEVELOPMENT ACTIVITIES IN R + I UNITS OF TWO ELEMENTARY SCHOOLS OF JANESVILLE, WISCONSIN, 1966-1967 SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 45, 1968, , ,,

COON R C, ODOM R D
TRANSITIVITY AND LENGTH JUDGMENTS AS A FUNCTION OF AGE AND SOCIAL INFLUENCE SUBJECT AGE-ELEMENTARY,SECONDARY
CHILD DEVELPM., 1968, 39, 1133-1144.

COTTON J W, SHANAB M E
NUMBER OF DIMENSIONS, STIMULUS CONSTANCY, AND REINFORCEMENT IN A PSEUDO CONCEPT-IDENTIFICATION TASK SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 464-467.

DANKS J H, GLUCKSBERG S
EFFECTS OF LEVEL OF INITIAL TRAINING ON REVERSAL SHIFT PERFORMANCE AND CLUSTERING IN FREE RECALL* A TEST OF THE MEDIATED ASSOCIATION HYPOTHESIS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 373-379.

DAVEY A G
THE TRISTAN DA CUNHAN CHILDREN'S CONCEPTS OF EQUIVALENCE SUBJECT AGE-ELEMENTARY,SECONDARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 162-168.

DENNIS J, BILLINGSLEY K R, THORSON S J
A PILOT EXPERIMENT IN EARLY CHILDHOOD POLITICAL LEARNING SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 63, 1968, , ,

DENNY J P, BENJAFIELD J G
INTERPRETATION OF INFORMATION THAT AN INSTANCE IS POSITIVE OR NEGATIVE IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 283-284.

DENO S L
EFFECTS OF WORDS AND PICTURES AS STIMULI IN LEARNING LANGUAGE EQUIVALENTS SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 202-206.

DICKSTEIN L S

FIELD INDEPENDENCE IN CONCEPT ATTAINMENT
SUBJECT AGE-ADULTS

PERCEP. MOT. SKILLS, 1968, 27, 635-642.

DI VESTA F J, WALLS R T
MULTIPLE- VERSUS SINGLE-PROBLEM TRAINING AND VARIATIONS OF SOLUTION RULES IN THE FORMATION OF LEARNING SETS
SUBJECT AGE-ADULTS

J. EDUC. PSYCHOL., 1968, 59, 191-196.

DOMINOWSKI R L
STIMULUS MEMORY IN CONCEPT ATTAINMENT SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 10, 359-360.

DOWNING B D
SALIENCE AND LEARNING RATE IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS

PSYCHON. SCI., 1968, 10, 73-74.

DUNCAN C P
MEDIATION AND INTERFERENCE IN VERBAL CONCEPT LEARNING
SUBJECT AGE-ADULTS

J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 767-770.

DUNHAM J L, BLAINE D D, REEVE M B
THE EFFECT OF SIMULTANEOUS AND SUCCESSIVE PRESENTATION OF INFORMATION PROCESSING TRAINING UPON CONCEPT LEARNING
SUBJECT AGE-ADULTS

PSYCHON. SCI., 1968, 11, 217-218.

DUNHAM J L, GUILFORD J P, HOEPFNER R
MULTIVARIATE APPROACHES TO DISCOVERING THE INTELLECTUAL COMPONENTS OF CONCEPT LEARNING SUBJECT AGE-SECONDARY
PSYCHOL. REV., 1968, 75, 206-221.

DUNN R F
ANXIETY AND VERBAL CONCEPT LEARNING SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 286-290.

DWYER F M JR
THE EFFECTIVENESS OF SELECTED VISUAL ILLUSTRATIONS IN TEACHING SCIENCE CONCEPTS TO COLLEGE FRESHMEN
SUBJECT AGE-ADULTS

J. EDUC. RES., 1968, 61, 343-347.

ELKIND D
PIAGET'S CONSERVATION CONCEPT* ALWAYS CHANGING, ALWAYS THE SAME
SUBJECT AGE-ELEMENTARY
CHILDH. EDUC., 1968, 44, 292-294.

ERICKSON J R
HYPOTHESIS SAMPLING IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS

J. EXP. PSYCHOL., 1968, 76, 12-18.

FALMAGNE R
A DIRECT INVESTIGATION OF HYPOTHESIS-MAKING BEHAVIOR IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS

PSYCHON. SCI., 1968, 13, 335-336.

FREDRICK W C
INFORMATION PROCESSING AND CONCEPT LEARNING AT GRADES 6, 8, AND 10 AS A FUNCTION OF COGNITIVE STYLE
SUBJECT AGE-ELEMENTARY,SECONDARY

WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 44, 1968, , ,,

FREDRICK W C, BLOUNT N S, JOHNSON S L
A COMPARISON OF VERBAL STATEMENT, SYMBOLIC NOTATION AND FIGURAL REPRESENTATION ON GRAMMAR CONCEPTS
SUBJECT AGE-SECONDARY

WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 64, 1968, , ,

FREDRICK W C, KLAUSMEIER H J
CONCEPT IDENTIFICATION AS A FUNCTION OF THE NUMBER OF RELEVANT AND IRRELEVANT DIMENSIONS, PRESENTATION METHOD, AND SALIENCE
SUBJECT AGE-ADULTS

PSYCHOL. REP., 1968, 23, 631-634.

FREDRICK W C, KLAUSMEIER H J
INSTRUCTIONS AND LABELS IN A CONCEPT-ATTAINMENT TASK
SUBJECT AGE-ADULTS

PSYCHOL. REP., 1968, 23, 1339-1342.

FURTH H G
PIAGET'S THEORY OF KNOWLEDGE* THE NATURE OF REPRESENTATION AND INTERIORIZATION
PSYCHOL. REV., 1968, 75, 143-154.

FURTH H G, YOUNISS J
SCHIZOPHRENIC THINKING ON NONVERBAL CONCEPTUAL, DISCOVERY, AND TRANSFER TASKS
SUBJECT AGE-ADULTS

J. NERV. MENT. DIS., 1968, 146, 376-393.

GAGNE R M
CONTRIBUTIONS OF LEARNING TO HUMAN DEVELOPMENT
PSYCHOL. REV., 1968, 75, 177-191.

GAGNE R M, WIEGAND V K
SOME FACTORS IN CHILDREN'S LEARNING AND RETENTION OF CONCRETE RULES
SUBJECT AGE-ELEMENTARY

J. EDUC. PSYCHOL., 1968, 59, 355-361.

GETTYS V S, GETTYS C F
HYPOTHESIS SAMPLING IN SUCCESSIVE SOLUTIONS OF A CONCEPT-ID TASK
SUBJECT AGE-ADULTS

PSYCHON. SCI., 1968, 10, 121-122.

GLICK J, WAPNER S
DEVELOPMENT OF TRANSITIVITY* SOME FINDINGS AND PROBLEMS OF ANALYSIS
SUBJECT AGE-ELEMENTARY,SECONDARY

CHILD DEVELPM., 1968, 39, 621-638.

GOLDSCHMID M L
THE RELATION OF CONSERVATION TO EMOTIONAL AND ENVIRONMENTAL ASPECTS OF DEVELOPMENT
SUBJECT AGE-ELEMENTARY

CHILD DEVELPM., 1968, 39, 579-589.

GOLDSCHMID M L, BENTLER P M
THE DIMENSIONS AND MEASUREMENT OF CONSERVATION
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 787-802.

GREENBALM C W, RAKOVER S, STEIN B, ET AL
THE EFFECT OF INSTRUCTIONAL SET ON HYPOTHESES AND BEHAVIOR IN CONCEPT FORMATION
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 806-812.

HALFORD G S
AN EXPERIMENTAL TEST OF PIAGET'S NOTIONS CONCERNING THE CONSERVATION OF QUANTITY IN CHILDREN
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 33-43.

HALL V C, KINGSLEY R
CONSERVATION AND EQUILIBRATION THEORY
SUBJECT AGE-ELEMENTARY,ADULTS
J. GENET. PSYCHOL., 1968, 113, 195-213.

HANSEN B, OLLE M
DISCRIMINABILITY AND TRANSPOSITION ON THE INTERMEDIATE-SIZE PROBLEM
SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 174-180.

HARPER E F, STEFFE L P
THE EFFECTS OF SELECTED EXPERIENCES ON THE ABILITY OF KINDERGARTEN AND FIRST-GRADE CHILDREN TO CONSERVE NUMEROUSNESS
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 38, 1968, , ..

HELGESON S L
LESSON PLANS AND TESTS OF KNOWLEDGE, COMPREHENSION, AND APPLICATION FOR INSTRUCTION IN CONCEPTS OF FORCE, GRADES 2-6
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 4, 1968, , ..

HELGESON S L
THE RELATIONSHIP BETWEEN CONCEPTS OF FORCE ATTAINED AND MATURITY AS INDICATED BY GRADE LEVELS
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 43, 1968, , ..

HUNT E E
COMPUTER SIMULATION* ARTIFICIAL INTELLIGENCE STUDIES AND THEIR RELEVANCE TO PSYCHOLOGY
ANNU. REV. PSYCHOL., 1968, 19, 135-168.

JACOBSON L I, ELENEWSKI J J, LORDAHL D S, ET AL
ROLE OF CREATIVITY AND INTELLIGENCE IN CONCEPTUALIZATION
SUBJECT AGE-ADULTS
J. PERS. SOC. PSYCHOL., 1968, 10, 431-436.

JACOBSON L I, ELENEWSKI J J, LORDAHL D S
THE RELATIONSHIP BETWEEN ROTE LEARNING AND MEDIATED AND NONMEDIATED CONCEPT LEARNING
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 10, 347-348.

JONES D L
RELATIONSHIPS BETWEEN CONCEPT LEARNING AND SELECTED ABILITY TEST VARIABLES FOR AN ADULT POPULATION
SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 51, 1968, , .

KATAHN M, BRANHAM L
EFFECTS OF MANIFEST ANXIETY ON THE ACQUISITION AND GENERALIZATION OF CONCEPTS FROM HULLIAN THEORY
SUBJECT AGE-ADULTS
AMER. J. PSYCHOL., 1968, 81, 575-580.

KATZ P A
ROLE OF IRRELEVANT CUES IN THE FORMATION OF CONCEPTS BY LOWER-CLASS CHILDREN
SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 233-238.

KENDLER H H, WATSON G W
CONCEPTUAL BEHAVIOR AS A FUNCTION OF ASSOCIATIVE STRENGTH BETWEEN REPRESENTATIONAL RESPONSES
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 321-325.

KENOYER C E, PHILLIPS J L
SOME DIRECT TESTS OF CONCEPT IDENTIFICATION MODELS
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 13, 237-238.

KING W L
RULE LEARNING AND TRANSFER AS A FUNCTION OF AGE AND STIMULUS STRUCTURE
SUBJECT AGE-ELEMENTARY,ADULTS
CHILD DEVELPM., 1968, 39, 311-324.

KLAUSMEIER H J, MEINKE D L
CONCEPT ATTAINMENT AS A FUNCTION OF INSTRUCTIONS CONCERNING THE STIMULUS MATERIAL, A STRATEGY, AND A PRINCIPLE FOR SECURING INFORMATION
SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 215-222.

KLAUSMEIER H J, QUILLING M, WARDROP J L
RESEARCH AND DEVELOPMENT ACTIVITIES IN THE R + I UNITS OF FIVE ELEMENTARY SCHOOLS OF RACINE, WISCONSIN, 1960-1967
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 52, 1968, , 3-10.

KOHLBERG L
EARLY EDUCATION* A COGNITIVE-DEVELOPMENTAL VIEW
CHILD DEVELPM., 1968, 39, 1013-1062.

KROLL N E A, GRANT D A
CUE SELECTION IN PAIRED-ASSOCIATE AND CONCEPT-LEARNING PARADIGMS
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 64-71.

KVALE S
/UNCONSCIOUS PROCESSES/ IN CONCEPT FORMATION* AN EMPIRICAL FACT OR A THEORETICAL CONSTRUCTION
ACTA PSYCHOL., 1968, 28, 344-362.

LAUGHLIN P R
CONDITIONAL CONCEPT ATTAINMENT AS A FUNCTION OF IF FACTOR COMPLEXITY AND THEN FACTOR COMPLEXITY SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 212-222.

LAUGHLIN P R
FOCUSING STRATEGY FOR EIGHT CONCEPT RULES SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 661-669.

LAUGHLIN P R, DOHERTY M A, DUNN R F
INTENTIONAL AND INCIDENTAL CONCEPT FORMATION AS A FUNCTION OF MOTIVATION, CREATIVITY, INTELLIGENCE, AND SEX SUBJECT AGE-SECONDARY
J. PERS. SOC. PSYCHOL., 1968, 8, 401-409.

LAUGHLIN P R, KALOWSKI C A, METZLER M E, ET AL
CONCEPT IDENTIFICATION AS A FUNCTION OF SENSORY MODALITY, INFORMATION, AND NUMBER OF PERSONS SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 335-340.

LAUGHLIN P R, MCGLYNN R P, ANDERSON J A, ET AL
CONCEPT ATTAINMENT BY INDIVIDUALS VERSUS COOPERATIVE PAIRS AS A FUNCTION OF MEMORY, SEX, AND CONCEPT RULE SUBJECT AGE-ADULTS
J. PERS. SOC. PSYCHOL., 1968, 8, 410-417.

LEE S S
TRANSFER FROM LOWER-LEVEL TO HIGHER-LEVEL CONCEPT SUBJECT AGE-SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 930-937.

LEFRANCOIS G
A TREATMENT HIERARCHY FOR THE ACCELERATION OF CONSERVATION OF SUBSTANCE SUBJECT AGE-ELEMENTARY
CANAD. J. PSYCHOL., 1968, 22, 277-284.

LE FURGY W G, SISSERSON J A
EFFECTS OF PROMPTING, CONFIRMATION, AND FREE CHOICE UPON CHILDREN'S ACQUISITION, VERBALIZATION AND GENERALIZATION OF A CONCEPT SUBJECT AGE-SECONDARY
PSYCHON. SCI., 1968, 12, 277-278.

LEPPER F E
A CROSS-CULTURAL INVESTIGATION OF THE DEVELOPMENT OF SELECTED PIAGETIAN SCIENCE CONCEPTS, SOCIAL STATUS, AND READING READINESS SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 324-337.

LEVENTHAL D S
PERCEPTUAL AND CONCEPTUAL CATEGORIZATION IN STIMULUS GENERALIZATION SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 219-230.

LINDAHL M B
ON TRANSITIONS FROM PERCEPTUAL TO CONCEPTUAL LEARNING SUBJECT AGE-ADULTS
SCAND. J. PSYCHOL., 1968, 9, 206-214.

LOONEY N J, HAYGOOD R C
EFFECTS OF NUMBER OF RELEVANT DIMENSIONS IN DISJUNCTIVE CONCEPT LEARNING SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 79, 169-171.

LOWENKRON B, JOHNSON P J
YOKED GROUP COMPARISON OF SELECTION AND RECEPTION PARADIGMS OF CONCEPT ATTAINMENT* A BIASED PROCEDURE SUBJECT AGE-ADULTS
PSYCHOL. REP., 1968, 23, 1143-1149.

LUMSDEN E A, POTEAT B W S
THE SALIENCE OF THE VERTICAL DIMENSION IN THE CONCEPT OF /BIGGER/ IN FIVE- AND SIX-YEAR-OLDS SUBJECT AGE-ELEMENTARY,SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 404-408.

MACKAY C K, KILKENNY T M
A NOTE ON THE STABILITY OF INDUCED CONSERVATION SUBJECT AGE-PRESCHOOL,ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 313-315.

MARTIN E
SHORT-TERM MEMORY, INDIVIDUAL DIFFERENCES, AND SHIFT PERFORMANCE IN CONCEPT FORMATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 514-520.

MCMANIS D L
RELATIVE THINKING BY RETARDATES SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 484-492.

MERRYMAN C, KAUFMANN B, BROWN E, ET AL
EFFECTS OF /RIGHTS/ AND /WRONGS/ ON CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 116-119.

MILLER G W, DAVIS J K
RETENTION AND CONCEPT IDENTIFICATION AS FUNCTIONS OF CONCEPT COMPLEXITY, METHOD OF PRESENTATION, STIMULUS EXPOSURE TIME, AND CONDITIONS OF RECALL SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 54, 1968, , ,,

MILLER L K, HALE G A, STEVENSON H W
LEARNING AND PROBLEM SOLVING BY RETARDED AND NORMAL SS SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 72, 681-690.

MURRAY F B
COGNITIVE CONFLICT AND REVERSIBILITY TRAINING IN THE ACQUISITION OF LENGTH CONSERVATION SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 82-87.

MURRAY F B
OPERATIONAL CONSERVATION OF ILLUSION-DISTORTED LENGTH SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 189-193.

MURRAY F B
PHENOMENAL-REAL DISCRIMINATION AND THE CONSERVATION OF ILLUSION-DISTORTED LENGTH SUBJECT AGE-ELEMENTARY
CANAD. J. PSYCHOL., 1968, 22, 114-121.

MURRAY J P, YOUNISS J
ACHIEVEMENT OF INFERENTIAL TRANSITIVITY AND ITS RELATION TO SERIAL ORDERING SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 1259-1268.

NAHINSKY I D
A TEST OF AXIOMS OF ALL-OR-NONE CONCEPT IDENTIFICATION MODELS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 593-601.

NAHINSKY I D, MCGLYNN F D
HYPOTHESIS SAMPLING IN CONJUNCTIVE CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 11, 77-78.

NAMIKAS G A
THE EFFECT OF THE RELEVANCE AND NUMBER OF TRAINING DIMENSIONS ON CONCEPT IDENTIFICATION PERFORMANCE SUBJECT AGE-ADULTS
PSYCHOL. REC., 1968, 18, 607-616.

NAMIKAS G, HARRIS D
CONCEPT IDENTIFICATION AS A FUNCTION OF RELEVANCE OF TRAINING AND INTERTASK INSTRUCTIONS SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 365-366.

NOLAN J D
REVERSAL AND EXTRADIMENSIONAL SHIFTS IN ABSTRACT AND CONCRETE SCHIZOPHRENICS SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 330-335.

NORMAN C, RIEBER M
FACILITATION OF CONCEPT FORMATION IN CHILDREN BY THE USE OF COLOR CUES SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 76, 460-463.

OLSON G M, MILLER L K, HALE G A, ET AL
LONG-TERM CORRELATES OF CHILDREN'S LEARNING AND PROBLEM-SOLVING BEHAVIOR SUBJECT AGE-SECONDARY
J. EDUC. PSYCHOL., 1968, 59, 227-232.

OSLER S F, SCHOLNICK E K
THE EFFECT OF STIMULUS DIFFERENTIATION AND INFERENTIAL EXPERIENCE ON CONCEPT ATTAINMENT IN DISADVANTAGED CHILDREN SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 658-666.

OTTO W, ASKOV E
THE ROLE OF COLOR IN LEARNING AND INSTRUCTION SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. THEO. PAP. NO. 12, 1968, , ..

PAGE A

THE EFFECT OF INSTRUCTION UPON THE DEVELOPMENT OF THE CONCEPT OF NUMBER SUBJECT AGE-ELEMENTARY
J. EDUC. RES., 1968, 62, 183-189.

PEARRE J G, JONES E C
EFFECTS OF KNOWLEDGE OF RESULTS ON SCHEMATIC CONCEPT FORMATION SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 367-368.

PEDERSEN F A, WENDER P H
EARLY SOCIAL CORRELATES OF COGNITIVE FUNCTIONING IN SIX-YEAR-OLD BOYS SUBJECT AGE-PRESCHOOL,ELEMENTARY
CHILD DEVELPM., 1968, 39, 185-193.

PELLA M O, CAREY R L
LEVELS OF MATURITY AND LEVELS OF UNDERSTANDING FOR SELECTED CONCEPTS OF THE PARTICLE NATURE OF MATTER SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 202-215.

PELLA M O, STAUSS N G
THE RELATIONSHIP BETWEEN CONCEPT ATTAINMENT AND LEVEL OF MATURITY SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 299-310.

PELLA M O, VOELKER A M
TEACHING THE CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 311-323.

PELLA M O, ZIEGLER R E
USE OF MECHANICAL MODELS IN TEACHING THEORETICAL CONCEPTS SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 138-150.

PETERSON M J
CONCEPT IDENTIFICATION AS A FUNCTION OF THE TYPE OF TRAINING SERIES SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 128-136.

PETTIFOR J L
THE ROLE OF LANGUAGE IN THE DEVELOPMENT OF ABSTRACT THINKING* A COMPARISON OF HARD-OF-HEARING AND NORMAL-HEARING CHILDREN ON LEVELS OF CONCEPTUAL THINKING SUBJECT AGE-ELEMENTARY,SECONDARY
CANAD. J. PSYCHOL., 1968, 22, 139-156.

PHELAN J G
INHIBITING EFFECTS OF ATTEMPTS TO VERBALIZE ON ATTAINMENT AND USE OF COMPLEX AND CONJUNCTIVE CONCEPTS SUBJECT AGE-ADULTS
PSYCHOL. REP., 1968, 22, 785-793.

PHELAN J G, GUSTAFSON C W
REVERSAL AND NONREVERSAL SHIFTS IN ACUTE BRAIN-INJURED WITH INJURY DIFFUSELY LOCALIZED SUBJECT AGE-ADULTS
J. PSYCHOL., 1968, 70, 249-259.

POOLE H E
THE EFFECT OF URBANIZATION UPON SCIENTIFIC CONCEPT ATTAINMENT AMONG HAUSA CHILDREN OF NORTHERN NIGERIA
SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 57-63.

POTEAT E W, HULSEBUS R C
THE VERTICAL DIMENSION* A SIGNIFICANT CUE IN THE PRESCHOOL CHILD'S CONCEPT OF /BIGGER/
SUBJECT AGE-PRESCHOOL,ADULTS
PSYCHON. SCI., 1968, 12, 369-370.

PRICE R H
ANALYSIS OF TASK REQUIREMENTS IN SCHIZOPHRENIC CONCEPT-IDENTIFICATION PERFORMANCE
SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 285-293.

PRINCE J R
THE EFFECT OF WESTERN EDUCATION ON SCIENCE CONCEPTUALISATION IN NEW GUINEA
SUBJECT AGE-ELEMENTARY,SECONDARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 64-74.

QUARTERMAN C J, RIEGEL K F
AGE DIFFERENCES IN THE IDENTIFICATION OF CONCEPTS OF THE NATURAL LANGUAGE
SUBJECT AGE-ELEMENTARY,SECONDARY
J. EXP. CHILD PSYCHOL., 1968, 6, 501-509.

QUILLING M, COOK C M, WARDROP J L, ET AL
RESEARCH AND DEVELOPMENT ACTIVITIES IN R + I UNITS OF TWO ELEMENTARY SCHOOLS OF MILWAUKEE, WISCONSIN
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 46, 1968, , ..

RAMSAY J G
CONCEPT LEARNING AS A FUNCTION OF THE TYPE OF MATERIAL AND TYPE OF CLASSIFICATION
SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 58, 1968, , .

RANKIN R C, EVANS S H
FACILITATION OF SCHEMATIC CONCEPT FORMATION AS A FUNCTION OF TWO WITHIN-SCHEMA PRETRAINING MODES
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 13, 325-326.

RAVEN R J
THE DEVELOPMENT OF THE CONCEPT OF MOMENTUM IN PRIMARY SCHOOL CHILDREN
SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 216-223.

REED H B, DICK R D
THE LEARNING AND GENERALIZATION OF ABSTRACT AND CONCRETE CONCEPTS
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 486-490.

REYNOLDS P D
CERTAIN EFFECTS OF THE EXPECTATION TO TRANSMIT ON CONCEPT ATTAINMENT
SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 139-146.

ROGERS S P, HAYGOOD R C
HYPOTHESIS BEHAVIOR IN A CONCEPT-LEARNING TASK WITH PROBABILISTIC FEEDBACK
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 160-165.

ROSSKOPF M F
STRATEGIES FOR CONCEPT ATTAINMENT IN MATHEMATICS
J. EXP. EDUC., 1968, 37, 78-86.

ROWETON W E, DAVIS G A
EFFECTS OF PRERESPONSE INTERVAL, POSTINFORMATIVE FEEDBACK INTERVAL, AND PROBLEM DIFFICULTY ON THE IDENTIFICATION OF CONCEPTS
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 642-645.

ROTHENBERG B B, COURTNEY R G
CONSERVATION OF NUMBER IN VERY YOUNG CHILDREN* A REPLICATION OF AND COMPARISON WITH MEHLER AND BEVER'S STUDY
SUBJECT AGE-PRESCHOOL
J. PSYCHOL., 1968, 70, 205-212.

ROTHMAN A I
RESPONSES TO SCIENCE CONCEPTS ON A SEMANTIC DIFFERENTIAL INSTRUMENT AND ACHIEVEMENT IN FRESHMAN PHYSICS AND CHEMISTRY
SUBJECT AGE-ADULTS
J. RES. SCI. TEACH., 1967, 5, 168-173.

SALTZ E, HAMILTON H
CONCEPT CONSERVATION UNDER POSITIVELY AND NEGATIVELY EVALUATED TRANSFORMATIONS
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 44-51.

SATTERLY D
PERCEPTUAL, REPRESENTATIONAL AND CONCEPTUAL CHARACTERISTICS OF PRIMARY SCHOOL CHILDREN
SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 78-82.

SCANDURA J M
NEW DIRECTIONS FOR THEORY AND RESEARCH ON RULE LEARNING. I. A SET-FUNCTION LANGUAGE
ACTA PSYCHOL., 1968, 28, 301-321.

SCHAEFFER B, WALLACE R
INTERDEPENDENCE OF RULE-LEARNING AND ATTRIBUTE-LEARNING
SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 239-246.

SCHLAG-REY M, SUPPES P
HIGHER-ORDER DIMENSIONS IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 11, 141-142.

SCHOLNICK E K, OSLER S F, KATZENELLENBOGEN R
DISCRIMINATION LEARNING AND CONCEPT IDENTIFICATION IN DISADVANTAGED AND MIDDLE-CLASS CHILDREN
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 15-26.

SCHVANEVELDT R W, KRCLL N E A
EFFECTS OF CUE ASSOCIATIONS IN CONCEPT SHIFTS
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 474-478.

SCRIVEN E G
AN ANALYSIS OF THE TYPES OF CONCEPTS USED BY FOURTH THROUGH NINTH GRADERS TO EXPLAIN MEANING
SUBJECT AGE-ELEMENTARY,SECONDARY
J. EDUC. RES., 1968, 62, 153-156.

SHERMAN J E
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF UTILIZING LABORATORY-TYPE ACTIVITIES IN TEACHING INTRODUCTORY PHYSICAL SCIENCE
SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 65, 1968, , .

SHUELL T J
RETROACTIVE INHIBITION IN FREE-RECALL LEARNING OF CATEGORIZED LISTS
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 797-805.

SILVERMAN I, SCHNEIDER D S
A STUDY OF THE DEVELOPMENT OF CONSERVATION BY A NONVERBAL METHOD
SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. GENET. PSYCHOL., 1968, 112, 287-291.

SIMON S H, JACKSON B
EFFECT OF A RELEVANT VERSUS IRRELEVANT OBSERVATION STIMULUS ON CONCEPT-IDENTIFICATION LEARNING
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 125-128.

SMART M
PIAGET'S CONSERVATION CONCEPT* WHAT PIAGET SUGGESTS TO CLASSROOM TEACHERS
SUBJECT AGE-ELEMENTARY
CHILDH. EDUC., 1968, 44, 294-301.

SMITH E, LOESS H
REVERSAL AND NONREVERSAL SHIFTS IN CONCEPT FORMATION USING CONSISTENT AND INCONSISTENT RESPONSES
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 686-689.

SMITH I D
THE EFFECTS OF TRAINING PROCEDURES UPON THE ACQUISITION OF CONSERVATION OF WEIGHT
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 515-526.

STAATS A W
REPLICATION OF THE /MOTIVATED LEARNING/ COGNITIVE TRAINING PROCEDURES WITH CULTURALLY DEPRIVED PRESCHOOLERS
SUBJECT AGE-PRESCHOOL
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 59, 1968, , .

STAUSS N G
AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN CONCEPT ATTAINMENT AND LEVEL OF MATURITY
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 40, 1968, , ..

STAUSS N G
MATERIALS USED IN TEACHING AND EVALUATING THE CONCEPTS RELATED TO THE BIOLOGICAL CELL IN GRADES 2-6
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 2, 1968, , ..

STEFFE L P, PARR R B
THE DEVELOPMENT OF THE CONCEPTS OF RATIO AND FRACTION IN THE FOURTH, FIFTH, AND SIXTH YEARS OF THE ELEMENTARY SCHOOL
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 49, 1968, , ..

STEPHENS W E
CONCEPT LEARNING WITH THREE TYPES OF VERBAL LABELS
SUBJECT AGE-ELEMENTARY
PSYCHON. SCI., 1968, 10, 225-226.

STEPHENS W E
LABELING ERRORS OF MENTALLY SUBNORMAL CHILDREN IN A CONCEPT ATTAINMENT TASK
SUBJECT AGE-ELEMENTARY
AMER. J. MENT. DEFIC., 1968, 73, 273-278.

STEPHENS W E, KOMECHAK M
CONCEPT LEARNING IN MENTALLY RETARDED SS USING THREE TYPES OF VERBAL LABELS
SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHON. SCI., 1968, 13, 231-232.

STONE D R
DEVELOPMENTAL ASPECTS OF THREE DIMENSIONAL CONCEPT ATTAINMENT
SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHON. SCI., 1968, 11, 343-344.

STONES E, HESLOP J R
THE FORMATION AND EXTENSION OF CLASS CONCEPTS IN PRIMARY SCHOOL CHILDREN
SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 261-271.

STREUFERT S, STREUFERT S C, CASTORE C H
LEADERSHIP IN NEGOTIATIONS AND THE COMPLEXITY OF CONCEPTUAL STRUCTURE
SUBJECT AGE-ADULTS
J. APPL. PSYCHOL., 1968, 52, 218-223.

SUEDFELD P
VERBAL INDICES OF CONCEPTUAL COMPLEXITY* MANIPULATION BY INSTRUCTIONS
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 377.

SUPPES P, ROSENTHAL-HILL I
CONCEPT FORMATION BY KINDERGARTEN CHILDREN IN A CARD-SORTING TASK
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 212-230.

TAGATZ G E, MEINKE D L, LEMKE E A
DEVELOPMENTAL ASPECTS RELATIVE TO INFORMATION PROCESSING AND CONCEPT ATTAINMENT
SUBJECT AGE-SECONDARY
J. GENET. PSYCHOL., 1968, 113, 253-262.

TANNENBAUM P H, WILLIAMS F
GENERATION OF ACTIVE AND PASSIVE SENTENCES AS A FUNCTION OF SUBJECT OR OBJECT FOCUS SUBJECT AGE-SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 246-250.

TAYLOR C L, HAYGOOD R C
EFFECTS OF DEGREE OF CATEGORY SEPARATION ON SEMANTIC CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 356-359.

TEDFORD W H JR, KEMPLER B
DIRECTIONAL EFFECTS ON SIZE TRANSPOSITION IN PRESCHOOL CHILDREN SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 394-401.

TIGHE T J
CONCEPT FORMATION AND ART* FURTHER EVIDENCE ON THE APPLICABILITY OF WALK'S TECHNIQUE SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 363-364.

TIGHE T J, TIGHE L S
DIFFERENTIATION THEORY AND CONCEPT-SHIFT BEHAVIOR
PSYCHOL. BULL., 1968, 70, 756-761.

TIGHE T J, TIGHE L S
PERCEPTUAL LEARNING IN THE DISCRIMINATION PROCESSES OF CHILDREN* AN ANALYSIS OF FIVE VARIABLES IN PERCEPTUAL PRETRAINING SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 77, 125-134.

TORGIVIA J M, LAUGHLIN P R
DOGMATISM AND CONCEPT-ATTAINMENT STRATEGIES SUBJECT AGE-SECONDARY
J. PERS. SOC. PSYCHOL., 1968, 8, 397-400.

TRABASSO T, STAUDENMAYER H
RANDOM REINFORCEMENT IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 447-452.

TRIEZENBERG H J
TESTING FOR CONCEPTS OF ECOLOGICAL SYSTEMS
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 3, 1968, , ,,

TRIEZENBERG H J
THE USE OF AN ADVANCE ORGANIZER IN TEACHING SELECTED CONCEPTS OF ECOLOGICAL SYSTEMS SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 42, 1968, , ,,

TSAI L S, CHIEN C S
CONCEPT DISCOVERY BY SCHOOL CHILDREN* SIX CONCEPTS OF MIDDLENESS SUBJECT AGE-ELEMENTARY
PERCEP. MOT. SKILLS, 1968, 26, 107-114.

VOELKER A M
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF INSTRUCTION IN TEACHING THE CLASSIFICATIONAL CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 39, 1968, , ,,

WETHERICK N E
A FURTHER STUDY OF THE INFERENTIAL BASIS OF CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
BRIT. J. PSYCHOL., 1968, 59, 431-435.

WHITE R M JR
CONCEPT OF DIMENSIONALITY AND OPTIMAL SHIFT PERFORMANCE IN NURSERY SCHOOL CHILDREN SUBJECT AGE-PRESCHOOL
J. EXP. CHILD PSYCHOL., 1968, 6, 113-119.

WINER G A
INDUCED SET AND ACQUISITION OF NUMBER CONSERVATION SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 195-205.

WOHLWILL J F
RESPONSES TO CLASS-INCLUSION QUESTIONS FOR VERBALLY AND PICTORIALLY PRESENTED ITEMS SUBJECT AGE-PRESCHOOL,ELEMENTARY
CHILD DEVELPM., 1968, 39, 449-465.

WOLFGANG A
EXPLORATION OF LIMITS OF INFORMATION PROCESSING IN CONCEPT IDENTIFICATION AS A FUNCTION OF SEX AND BACKGROUND-RELEVANT INFORMATION SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 1035-1038.

WOLFGANG A, PISHKIN V, ROSENBLUH E S
CONCEPT IDENTIFICATION OF SCHIZOPHRENICS AS A FUNCTION OF SOCIAL INTERACTION, SEX, AND TASK COMPLEXITY SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 336-342.

WOOD G
IMPLICIT RESPONSES AND CONCEPTUAL SIMILARITY* A REPETITION SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 838-840.

VII

BIBLIOGRAPHY LISTED ACCORDING TO CLASSIFICATION SYSTEM

ACHIEVEMENT DIFFERENCES

ASHEAUGH A C
SELECTION OF GEOLOGICAL CONCEPTS FOR INTERMEDIATE GRADES
SUBJECT AGE-ELEMENTARY
SCI. EDUC., 1968, 52, 189-196.

BRASWELL J S, ROMBERG T A
OBJECTIVES OF /PATTERNS IN ARITHMETIC/ AND EVALUATION OF THE TELECOURSE FOR GRADES 1 AND 3
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 67, 1968, , ,

CARNES P E, BLEDSOE J C, VANDEVENTER W C
PROGRAMMED MATERIALS IN SEVENTH-GRADE OPEN-ENDED LABORATORY EXPERIENCES
SUBJECT AGE-SECONDARY
J. RES. SCI. TEACH., 1968, 5, 385-396.

DENNIS ., BILLINGSLEY K R, THORSON S J
A PILOT EXPERIMENT IN EARLY CHILDHOOD POLITICAL LEARNING
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 63, 1968, , ,

FREDRICK W C
INFORMATION PROCESSING AND CONCEPT LEARNING AT GRADES 6, 8, AND 10 AS A FUNCTION OF COGNITIVE STYLE
SUBJECT AGE-ELEMENTARY,SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 44, 1968, , ,,

JONES D L
RELATIONSHIPS BETWEEN CONCEPT LEARNING AND SELECTED ABILITY TEST VARIABLES FOR AN ADULT POPULATION
SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 51, 1968, , ,

KATAHN M, BRANHAM L
EFFECTS OF MANIFEST ANXIETY ON THE ACQUISITION AND GENERALIZATION OF CONCEPTS FROM HULLIAN THEORY
SUBJECT AGE-ADULTS
AMER. J. PSYCHOL., 1968, 81, 575-580.

LEE S S
TRANSFER FROM LOWER-LEVEL TO HIGHER-LEVEL CONCEPT
SUBJECT AGE-SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 930-937.

LEPPER F E
A CROSS-CULTURAL INVESTIGATION OF THE DEVELOPMENT OF SELECTED PIAGETIAN SCIENCE CONCEPTS, SOCIAL STATUS, AND READING READINESS
SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 324-337.

OLSON G M, MILLER L K, HALE G A, ET AL
LONG-TERM CORRELATES OF CHILDREN'S LEARNING AND PROBLEM-SOLVING BEHAVIOR
SUBJECT AGE-SECONDARY
J. EDUC. PSYCHOL., 1968, 59, 227-232.

PELLA M O, VOELKER A M
TEACHING THE CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN
SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 311-323.

QUILLING M, COOK D M, WARDROP J L, ET AL
RESEARCH AND DEVELOPMENT ACTIVITIES IN R + T UNITS OF TWO ELEMENTARY SCHOOLS OF MILWAUKEE, WISCONSIN
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 46, 1968, , ,,

REYNOLDS P D
CERTAIN EFFECTS OF THE EXPECTATION TO TRANSMIT ON CONCEPT ATTAINMENT
SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 139-146.

SMITH I D
THE EFFECTS OF TRAINING PROCEDURES UPON THE ACQUISITION OF CONSERVATION OF WEIGHT
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 515-526.

STAATS A W
REPLICATION OF THE /MOTIVATED LEARNING/ COGNITIVE TRAINING PROCEDURES WITH CULTURALLY DEPRIVED PRESCHOOLERS
SUBJECT AGE-PRESCHOOL
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 59, 1968, , ,

VOELKER A M
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF INSTRUCTION IN TEACHING THE CLASSIFICATIONAL CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 39, 1968, , ,,

WOLFGANG A, PISHKIN V, ROSENBLUH E S
CONCEPT IDENTIFICATION OF SCHIZOPHRENICS AS A FUNCTION OF SOCIAL INTERACTION, SEX, AND TASK COMPLEXITY
SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 336-342.

AFFECTIVE CHARACTERISTIC DIFFERENCES

FURTH H G, YOUNISS J
SCHIZOPHRENIC THINKING ON NONVERBAL CONCEPTUAL, DISCOVERY, AND TRANSFER TASKS
SUBJECT AGE-ADULTS
J. NERV. MENT. DIS., 1968, 146, 376-383.

GOLDSCHMID M L
THE RELATION OF CONSERVATION TO EMOTIONAL AND ENVIRONMENTAL ASPECTS OF DEVELOPMENT
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 579-589.

PRICE R H
ANALYSIS OF TASK REQUIREMENTS IN SCHIZOPHRENIC CONCEPT-IDEN-

TIFICATION PERFORMANCE SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 285-293.

TORGIVIA J M, LAUGHLIN P R
DOGMATISM AND CONCEPT-ATTAINMENT STRATEGIES
SUBJECT AGE-SECONDARY
J. PERS. SOC. PSYCHOL., 1968, 8, 397-400.

AFFECTIVE DISABILITIES

FURTH H G, YOUNISS J
SCHIZOPHRENIC THINKING ON NONVERBAL CONCEPTUAL, DISCOVERY, AND TRANSFER TASKS SUBJECT AGE-ADULTS
J. NERV. MENT. DIS., 1968, 146, 376-383.

GOLDSCHMID M L
THE RELATION OF CONSERVATION TO EMOTIONAL AND ENVIRONMENTAL ASPECTS OF DEVELOPMENT SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 579-589.

NOLAN J D
REVERSAL AND EXTRADIMENSIONAL SHIFTS IN ABSTRACT AND CONCRETE SCHIZOPHRENICS SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 330-335.

PRICE R H
ANALYSIS OF TASK REQUIREMENTS IN SCHIZOPHRENIC CONCEPT-IDENTIFICATION PERFORMANCE SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 285-293.

WOLFGANG A, FISHKIN V, ROSENBLUH E S
CONCEPT IDENTIFICATION OF SCHIZOPHRENICS AS A FUNCTION OF SOCIAL INTERACTION, SEX, AND TASK COMPLEXITY SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 336-342.

AGE OR GRADE DIFFERENCES

ASHBAUGH A C
SELECTION OF GEOLOGICAL CONCEPTS FOR INTERMEDIATE GRADES SUBJECT AGE-ELEMENTARY
SCI. EDUC., 1968, 52, 189-196.

BITTNER A C, SHINEDLING M M
A METHODOLOGICAL INVESTIGATION OF PIAGET'S CONCEPT OF CONSERVATION OF SUBSTANCE SUBJECT AGE-ELEMENTARY
GENET. PSYCHOL. MONOGR., 1968, 77, 135-165.

BLAKE K A, WILLIAMS C L
INDUCTION AND RETARDED, NORMAL, AND SUPERIOR SUBJECTS' CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 226-231.

BLAKE K A, WILLIAMS C L
RETARDED, NORMAL, AND SUPERIOR SUBJECTS' ATTAINMENT OF VERBAL CONCEPTS AT TWO LEVELS OF INCLUSIVENESS SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHOL. REP., 1968, 23, 535-540.

BLOUNT N S, FREDRICK W C, JOHNSON S L
THE EFFECT OF A STUDY OF GRAMMAR ON THE WRITING OF EIGHTH-GRADE STUDENTS SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 69, 1968, , .

BOENER C M
EVALUATION OF THE GRADE PLACEMENT OF SCIENCE CONCEPTS IN THE EARLY ELEMENTARY GRADES SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 253-260.

BRASWELL J S, ROMBERG T A
OBJECTIVES OF /PATTERNS IN ARITHMETIC/ AND EVALUATION OF THE TELECOURSE FOR GRADES 1 AND 3 SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 67, 1968, , .

CAREY R L
RELATIONSHIP BETWEEN LEVELS OF MATURITY AND LEVELS OF UNDERSTANDING OF SELECTED CONCEPTS OF THE PARTICLE NATURE OF MATTER SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 36, 1968, , ..

CARNES P E, BLEDSOE J C, VANDEVENTER W C
PROGRAMMED MATERIALS IN SEVENTH-GRADE OPEN-ENDED LABORATORY EXPERIENCES SUBJECT AGE-SECONDARY
J. RES. SCI. TEACH., 1968, 5, 385-396.

COLE M, GAY J, GLICK J
REVERSAL AND NONREVERSAL SHIFTS AMONG LIBERIAN TRIBAL PEOPLE SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
J. EXP. PSYCHOL., 1968, 76, 323-324.

COLE M, SHARP D W, GLICK J, ET AL
CONCEPTUAL AND MNEMONIC FACTORS IN PAIRED ASSOCIATES LEARNING SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 120-130.

COON R C, ODOM R D
TRANSITIVITY AND LENGTH JUDGMENTS AS A FUNCTION OF AGE AND SOCIAL INFLUENCE SUBJECT AGE-ELEMENTARY,SECONDARY
CHILD DEVELPM., 1968, 39, 1133-1144.

DAVEY A G
THE TRISTAN DA CUNHAN CHILDREN'S CONCEPTS OF EQUIVALENCE SUBJECT AGE-ELEMENTARY,SECONDARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 162-168.

DENNIS J, BILLINGSLEY K R, THORSON S J
A PILOT EXPERIMENT IN EARLY CHILDHOOD POLITICAL LEARNING SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 63, 1968, , .

FREDRICK W C
INFORMATION PROCESSING AND CONCEPT LEARNING AT GRADES 6, 8, AND 10 AS A FUNCTION OF COGNITIVE STYLE
SUBJECT AGE-ELEMENTARY,SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 44, 1968, , ..

FURTH H G, YOUNISS J
SCHIZOPHRENIC THINKING ON NONVERBAL CONCEPTUAL, DISCOVERY, AND TRANSFER TASKS SUBJECT AGE-ADULTS
J. NERV. MENT. DIS., 1968, 146, 376-383.

GLICK J, WAPNER S
DEVELOPMENT OF TRANSITIVITY* SOME FINDINGS AND PROBLEMS OF ANALYSIS SUBJECT AGE-ELEMENTARY,SECONDARY
CHILD DEVELPM., 1968, 39, 621-638.

HALL V C, KINGSLEY R
CONSERVATION AND EQUILIBRATION THEORY
SUBJECT AGE-ELEMENTARY,ADULTS
J. GENET. PSYCHOL., 1968, 113, 195-213.

HARPER E H, STEFFE L P
THE EFFECTS OF SELECTED EXPERIENCES ON THE ABILITY OF KINDERGARTEN AND FIRST-GRADE CHILDREN TO CONSERVE NUMEROUSNESS
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 38, 1968, , ..

HELGESON S L
LESSON PLANS AND TESTS OF KNOWLEDGE, COMPREHENSION, AND APPLICATION FOR INSTRUCTION IN CONCEPTS OF FORCE, GRADES 2-6
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 4, 1968, , ..

KATZ P A
ROLE OF IRRELEVANT CUES IN THE FORMATION OF CONCEPTS BY LOWER-CLASS CHILDREN SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 233-238.

KING W L
RULE LEARNING AND TRANSFER AS A FUNCTION OF AGE AND STIMULUS STRUCTURE SUBJECT AGE-ELEMENTARY,ADULTS
CHILD DEVELPM., 1968, 39, 311-324.

KLAUSMEIER H J, QUILLING M, WARDROP J L
RESEARCH AND DEVELOPMENT ACTIVITIES IN THE R + I UNITS OF FIVE ELEMENTARY SCHOOLS OF RACINE, WISCONSIN, 1960-1967
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 52, 1968, , 3-10.

LEFRANCOIS G
A TREATMENT HIERARCHY FOR THE ACCELERATION OF CONSERVATION OF SUBSTANCE SUBJECT AGE-ELEMENTARY
CANAD. J. PSYCHOL., 1968, 22, 277-284.

LUMSDEN E A, POTEAT B W S
THE SALIENCE OF THE VERTICAL DIMENSION IN THE CONCEPT OF /BIGGER/ IN FIVE- AND SIX-YEAR-OLDS
SUBJECT AGE-ELEMENTARY,SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 404-408.

MACKAY C K, KILKENNY T M
A NOTE ON THE STABILITY OF INDUCED CONSERVATION
SUBJECT AGE-PRESCHOOL,ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 313-315.

MCMANIS D L
RELATIVE THINKING BY RETARDATES
SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 484-492.

MURRAY F B
COGNITIVE CONFLICT AND REVERSIBILITY TRAINING IN THE ACQUISITION OF LENGTH CONSERVATION SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 82-87.

MURRAY F B
OPERATIONAL CONSERVATION OF ILLUSION-DISTORTED LENGTH
SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 189-193.

MURRAY F B
PHENOMENAL-REAL DISCRIMINATION AND THE CONSERVATION OF ILLUSION-DISTORTED LENGTH SUBJECT AGE-ELEMENTARY
CANAD. J. PSYCHOL., 1968, 22, 114-121.

MURRAY J P, YOUNISS J
ACHIEVEMENT OF INFERENTIAL TRANSITIVITY AND ITS RELATION TO SERIAL ORDERING SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 1259-1268.

NORMAN C, RIEBER M
FACILITATION OF CONCEPT FORMATION IN CHILDREN BY THE USE OF COLOR CUES SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 76, 460-463.

PAGE A
THE EFFECT OF INSTRUCTION UPON THE DEVELOPMENT OF THE CONCEPT OF NUMBER SUBJECT AGE-ELEMENTARY
J. EDUC. RES., 1968, 62, 183-189.

PEDERSEN F A, WENDER P H
EARLY SOCIAL CORRELATES OF COGNITIVE FUNCTIONING IN SIX-YEAR-OLD BOYS SUBJECT AGE-PRESCHOOL,ELEMENTARY
CHILD DEVELPM., 1968, 39, 185-193.

PELLA M O, CAREY R L
LEVELS OF MATURITY AND LEVELS OF UNDERSTANDING FOR SELECTED CONCEPTS OF THE PARTICLE NATURE OF MATTER
SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 202-215.

PELLA M O, STAUSS N G
THE RELATIONSHIP BETWEEN CONCEPT ATTAINMENT AND LEVEL OF MATURITY SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 299-310.

PELLA M C, VOELKER A M
TEACHING THE CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 311-323.

PELLA M C, ZIEGLER R E
USE OF MECHANICAL MODELS IN TEACHING THEORETICAL CONCEPTS SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 138-150.

PETTIFER J L
THE ROLE OF LANGUAGE IN THE DEVELOPMENT OF ABSTRACT THINKING* A COMPARISON OF HARD-OF-HEARING AND NORMAL-HEARING CHILDREN ON LEVELS OF CONCEPTUAL THINKING SUBJECT AGE-ELEMENTARY,SECONDARY
CANAD. J. PSYCHOL., 1968, 22, 139-156.

POTEAT E W, HULSEBUS R C
THE VERTICAL DIMENSION* A SIGNIFICANT CUE IN THE PRESCHOOL CHILD'S CONCEPT OF /BIGGER/ SUBJECT AGE-PRESCHOOL,ADULTS
PSYCHON. SCI., 1968, 12, 369-370.

PRINCE J R
THE EFFECT OF WESTERN EDUCATION ON SCIENCE CONCEPTUALISATION IN NEW GUINEA SUBJECT AGE-ELEMENTARY,SECONDARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 64-74.

QUARTERMAN C J, RIEGEL K F
AGE DIFFERENCES IN THE IDENTIFICATION OF CONCEPTS OF THE NATURAL LANGUAGE SUBJECT AGE-ELEMENTARY,SECONDARY
J. EXP. CHILD PSYCHOL., 1968, 6, 501-509.

RAVEN R J
THE DEVELOPMENT OF THE CONCEPT OF MOMENTUM IN PRIMARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 216-223.

ROTHENBERG B B, COURTNEY R G
CONSERVATION OF NUMBER IN VERY YOUNG CHILDREN* A REPLICATION OF AND COMPARISON WITH MEHLER AND BEVER'S STUDY SUBJECT AGE-PRESCHOOL
J. PSYCHOL., 1968, 70, 205-212.

SATTERLY D
PERCEPTUAL, REPRESENTATIONAL AND CONCEPTUAL CHARACTERISTICS OF PRIMARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 78-82.

SCRIVEN E G
AN ANALYSIS OF THE TYPES OF CONCEPTS USED BY FOURTH THROUGH NINTH GRADERS TO EXPLAIN MEANING SUBJECT AGE-ELEMENTARY,SECONDARY
J. EDUC. RES., 1968, 62, 153-156.

SILVERMAN I, SCHNEIDER D S
A STUDY OF THE DEVELOPMENT OF CONSERVATION BY A NONVERBAL METHOD SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. GENET. PSYCHOL., 1968, 112, 287-291.

STAUSS N G
AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN CONCEPT ATTAINMENT AND LEVEL OF MATURITY SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 48, 1968, , ,,

STEFFE L P, PARR R B
THE DEVELOPMENT OF THE CONCEPTS OF RATIO AND FRACTION IN THE FOURTH, FIFTH, AND SIXTH YEARS OF THE ELEMENTARY SCHOOL SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 49, 1968, , ,,

STONE D R
DEVELOPMENTAL ASPECTS OF THREE DIMENSIONAL CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHON. SCI., 1968, 11, 343-344.

STONES E, HESLOP J R
THE FORMATION AND EXTENSION OF CLASS CONCEPTS IN PRIMARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 261-271.

TAGATZ G E, MEINKE D L, LEMKE E A
DEVELOPMENTAL ASPECTS RELATIVE TO INFORMATION PROCESSING AND CONCEPT ATTAINMENT SUBJECT AGE-SECONDARY
J. GENET. PSYCHOL., 1968, 113, 253-262.

TEDFORD W H JR, KEMPLER B
DIRECTIONAL EFFECTS ON SIZE TRANSPOSITION IN PRESCHOOL CHILDREN SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 394-401.

TSAI L S, CHIEN C S
CONCEPT DISCOVERY BY SCHOOL CHILDREN* SIX CONCEPTS OF MIDDLENESS SUBJECT AGE-ELEMENTARY
PERCEP. MOT. SKILLS, 1968, 26, 107-114.

VOELKER A M
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF INSTRUCTION IN TEACHING THE CLASSIFICATIONAL CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 39, 1968, , ,,

WETHERICK N E
A FURTHER STUDY OF THE INFERENTIAL BASIS OF CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
BRIT. J. PSYCHOL., 1968, 59, 431-435.

WHITE R M JR
CONCEPT OF DIMENSIONALITY AND OPTIMAL SHIFT PERFORMANCE IN NURSERY SCHOOL CHILDREN SUBJECT AGE-PRESCHOOL
J. EXP. CHILD PSYCHOL., 1968, 6, 113-119.

WOHLWILL J F
RESPONSES TO CLASS-INCLUSION QUESTIONS FOR VERBALLY AND PICTORIALLY PRESENTED ITEMS

SUBJECT AGE-PRESCHOOL,ELEMENTARY
CHILD DEVELPM., 1968, 39, 449-465.

WOLFGANG A, PISHKIN V, ROSENBLUH E S
CONCEPT IDENTIFICATION OF SCHIZOPHRENICS AS A FUNCTION OF SOCIAL INTERACTION, SEX, AND TASK COMPLEXITY
SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 336-342.

ANXIETY LEVEL DIFFERENCES

BROTSKY S J
CLASSICAL CONDITIONING OF THE GALVANIC SKIN RESPONSE TO VERBAL CONCEPTS
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 244-253.

DUNN R F
ANXIETY AND VERBAL CONCEPT LEARNING
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 286-290.

GOLDSCHMID M L
THE RELATION OF CONSERVATION TO EMOTIONAL AND ENVIRONMENTAL ASPECTS OF DEVELOPMENT
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 579-589.

KATAHN M, BRANHAM L
EFFECTS OF MANIFEST ANXIETY ON THE ACQUISITION AND GENERALIZATION OF CONCEPTS FROM HULLIAN THEORY
SUBJECT AGE-ADULTS
AMER. J. PSYCHOL., 1968, 81, 575-580.

APPARATUS DESCRIPTION AND DEVELOPMENT

ASSOCIATIVE RANK AND DOMINANCE

CLARK C C, MCDONALD F J
SELECTION OF DEFINING PROPERTIES IN CONCEPT ATTAINMENT
SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 328-333.

KENDLER H H, WATSON G W
CONCEPTUAL BEHAVIOR AS A FUNCTION OF ASSOCIATIVE STRENGTH BETWEEN REPRESENTATIONAL RESPONSES
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 321-325.

LEVENTHAL D S
PERCEPTUAL AND CONCEPTUAL CATEGORIZATION IN STIMULUS GENERALIZATION
SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 219-230.

RAMSAY J G
CONCEPT LEARNING AS A FUNCTION OF THE TYPE OF MATERIAL AND TYPE OF CLASSIFICATION
SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 58, 1968, , .

SCHVANEVELDT R W, KROLL N E A
EFFECTS OF CUE ASSOCIATIONS IN CONCEPT SHIFTS
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 474-479.

COGNITIVE DISABILITIES

ALLEN V L, BRAGG B W
EFFECT OF SOCIAL PRESSURE ON CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 302-308.

ALLEY G R, CARR D L
EFFECTS OF SYSTEMATIC SENSORY-MOTOR TRAINING ON SENSORY-MOTOR, VISUAL PERCEPTION AND CONCEPT-FORMATION PERFORMANCE OF MENTALLY RETARDED CHILDREN
SUBJECT AGE-ELEMENTARY
PERCEP. MOT. SKILLS, 1968, 27, 451-456.

BLAKE K A, WILLIAMS C L
INDUCTION AND RETARDED, NORMAL, AND SUPERIOR SUBJECTS' CONCEPT ATTAINMENT
SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 226-231.

BLAKE K A, WILLIAMS C L
RETARDED, NORMAL, AND SUPERIOR SUBJECTS' ATTAINMENT OF VERBAL CONCEPTS AT TWO LEVELS OF INCLUSIVENESS
SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHOL. REP., 1968, 23, 535-540.

BLOUNT W R
CONCEPT USAGE RESEARCH WITH THE MENTALLY RETARDED
PSYCHOL. BULL., 1968, 69, 281-294.

BYCK M
COGNITIVE DIFFERENCES AMONG DIAGNOSTIC GROUPS OF RETARDATES
SUBJECT AGE-SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 97-101.

MCMANIS D L
RELATIVE THINKING BY RETARDATES
SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 484-492.

MILLER L K, HALE G A, STEVENSON H W
LEARNING AND PROBLEM SOLVING BY RETARDED AND NORMAL SS
SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 72, 681-690.

STEPHENS W E

LABELING ERRORS OF MENTALLY SUBNORMAL CHILDREN IN A CONCEPT ATTAINMENT TASK SUBJECT AGE-ELEMENTARY
AMER. J. MENT. DEFIC., 1968, 73, 273-278.

STEPHENS W E, KOMECHAK M
CONCEPT LEARNING IN MENTALLY RETARDED SS USING THREE TYPES OF VERBAL LABELS SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHON. SCI., 1968, 13, 231-232.

COGNITIVE STYLE DIFFERENCES

BEE H L
COGNITIVE STYLE AND PERFORMANCE UNDER DISTRACTION* A PARTIAL REPLICATION SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 26, 863-867.

BLAINE C O, CUNHAM J L, PYLE T W
TYPE AND AMOUNT OF AVAILABLE PAST INSTANCES IN CONCEPT LEARNING SUBJECT AGE-SECONDARY
PSYCHON. SCI., 1968, 12, 159-160.

DICKSTEIN L S
FIELD INDEPENDENCE IN CONCEPT ATTAINMENT SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 635-642.

FREDRICK W C
INFORMATION PROCESSING AND CONCEPT LEARNING AT GRADES 6, 8, AND 10 AS A FUNCTION OF COGNITIVE STYLE SUBJECT AGE-ELEMENTARY,SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 44, 1968, , ,.

HALFORD G S
AN EXPERIMENTAL TEST OF PIAGET'S NOTIONS CONCERNING THE CONSERVATION OF QUANTITY IN CHILDREN SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 33-43.

JONES D L
RELATIONSHIPS BETWEEN CONCEPT LEARNING AND SELECTED ABILITY TEST VARIABLES FOR AN ADULT POPULATION SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 51, 1968, , .

LAUGHLIN P R, DOHERTY M A, DUNN R F
INTENTIONAL AND INCIDENTAL CONCEPT FORMATION AS A FUNCTION OF MOTIVATION, CREATIVITY, INTELLIGENCE, AND SEX SUBJECT AGE-SECONDARY
J. PERS. SOC. PSYCHOL., 1968, 8, 401-409.

PEDERSEN F A, WENDER P H
EARLY SOCIAL CORRELATES OF COGNITIVE FUNCTIONING IN SIX-YEAR-OLD BOYS SUBJECT AGE-PRESCHOOL,ELEMENTARY
CHILD DEVELPM., 1968, 39, 185-193.

STREUFERT S, STREUFERT S C, CASTORE C H
LEADERSHIP IN NEGOTIATIONS AND THE COMPLEXITY OF CONCEPTUAL STRUCTURE SUBJECT AGE-ADULTS
J. APPL. PSYCHOL., 1968, 52, 218-223.

SUEDFELD P
VERBAL INDICES OF CONCEPTUAL COMPLEXITY* MANIPULATION BY INSTRUCTIONS SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 377.

COMPARISON BETWEEN DIMENSIONS DEFINING THE CONCEPT

BORNSTEIN R, GRIER J B
PRETASK INFORMATION IN CONCEPT IDENTIFICATION
J. EXP. PSYCHOL., 1968, 78, 306-309.

BOURNE L E JR, DODD D H, GUY D E, ET AL
RESPONSE-CONTINGENT INTERTRIAL INTERVALS IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 601-608.

COLE M, GAY J, GLICK J
REVERSAL AND NONREVERSAL SHIFTS AMONG LIBERIAN TRIBAL PEOPLE SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
J. EXP. PSYCHOL., 1968, 76, 323-324.

NAMIKAS G, HARRIS D
CONCEPT IDENTIFICATION AS A FUNCTION OF RELEVANCE OF TRAINING AND INTERTASK INSTRUCTIONS SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 365-366.

OSLER S F, SCHOLNICK E K
THE EFFECT OF STIMULUS DIFFERENTIATION AND INFERENTIAL EXPERIENCE ON CONCEPT ATTAINMENT IN DISADVANTAGED CHILDREN SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 658-666.

STONE D R
DEVELOPMENTAL ASPECTS OF THREE DIMENSIONAL CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHON. SCI., 1968, 11, 343-344.

SUPPES P, ROSENTHAL-HILL I
CONCEPT FORMATION BY KINDERGARTEN CHILDREN IN A CARD-SORTING TASK SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 212-230.

WETHERICK N E
A FURTHER STUDY OF THE INFERENTIAL BASIS OF CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
BRIT. J. PSYCHOL., 1968, 59, 431-435.

WHITE R M JR
CONCEPT OF DIMENSIONALITY AND OPTIMAL SHIFT PERFORMANCE IN NURSERY SCHOOL CHILDREN SUBJECT AGE-PRESCHOOL

J. EXP. CHILD PSYCHOL., 1968, 6, 113-119.

COMPUTER SIMULATION

BAKER F B
THE DEVELOPMENT OF A COMPUTER MODEL OF THE CONCEPT ATTAINMENT PROCESS* A FINAL REPORT SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. THEO. PAP. NO. 16, 1968, , ,

HUNT E E
COMPUTER SIMULATION* ARTIFICIAL INTELLIGENCE STUDIES AND THEIR RELEVANCE TO PSYCHOLOGY
ANNU. REV. PSYCHOL., 1968, 19, 135-168.

CONSERVATION

BITTNER A C, SHINEDLING M M
A METHODOLOGICAL INVESTIGATION OF PIAGET'S CONCEPT OF CONSERVATION OF SUBSTANCE SUBJECT AGE-ELEMENTARY
GENET. PSYCHOL. MONOGR., 1968, 77, 135-165.

ELKIND D
PIAGET'S CONSERVATION CONCEPT* ALWAYS CHANGING, ALWAYS THE SAME SUBJECT AGE-ELEMENTARY
CHILDH. EDUC., 1968, 44, 252-254.

GAGNE R M
CONTRIBUTIONS OF LEARNING TO HUMAN DEVELOPMENT
PSYCHOL. REV., 1968, 75, 177-191.

GOLDSCHMID M L
THE RELATION OF CONSERVATION TO EMOTIONAL AND ENVIRONMENTAL ASPECTS OF DEVELOPMENT SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 579-589.

GOLDSCHMID M L, BENTLER P M
THE DIMENSIONS AND MEASUREMENT OF CONSERVATION SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 787-802.

HALFORD G S
AN EXPERIMENTAL TEST OF PIAGET'S NOTIONS CONCERNING THE CONSERVATION OF QUANTITY IN CHILDREN SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 33-43.

HALL V C, KINGSLEY R
CONSERVATION AND EQUILIBRATION THEORY SUBJECT AGE-ELEMENTARY,ADULTS
J. GENET. PSYCHOL., 1968, 113, 195-213.

HARPER E H, STEFFE L P
THE EFFECTS OF SELECTED EXPERIENCES ON THE ABILITY OF KINDERGARTEN AND FIRST-GRADE CHILDREN TO CONSERVE NUMEROUSNESS SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 38, 1968, , ,

KOHLBERG L
EARLY EDUCATION* A COGNITIVE-DEVELOPMENTAL VIEW
CHILD DEVELPM., 1968, 39, 1013-1062.

LEFRANCOIS G
A TREATMENT HIERARCHY FOR THE ACCELERATION OF CONSERVATION OF SUBSTANCE SUBJECT AGE-ELEMENTARY
CANAD. J. PSYCHOL., 1968, 22, 277-284.

LEPPER R E
A CROSS-CULTURAL INVESTIGATION OF THE DEVELOPMENT OF SELECTED PIAGETIAN SCIENCE CONCEPTS, SOCIAL STATUS, AND READING READINESS SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 324-337.

LUMSDEN E A, POTEAT B W S
THE SALIENCE OF THE VERTICAL DIMENSION IN THE CONCEPT OF /BIGGER/ IN FIVE- AND SIX-YEAR-OLDS SUBJECT AGE-ELEMENTARY,SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 404-408.

MACKAY C K, KILKENNY T M
A NOTE ON THE STABILITY OF INDUCED CONSERVATION SUBJECT AGE-PRESCHOOL,ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 313-315.

MILLER L K, HALE G A, STEVENSON H W
LEARNING AND PROBLEM SOLVING BY RETARDED AND NORMAL SS SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 72, 681-690.

MURRAY F B
COGNITIVE CONFLICT AND REVERSIBILITY TRAINING IN THE ACQUISITION OF LENGTH CONSERVATION SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 82-87.

MURRAY F B
OPERATIONAL CONSERVATION OF ILLUSION-DISTORTED LENGTH SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 189-193.

MURRAY F B
PHENOMENAL-REAL DISCRIMINATION AND THE CONSERVATION OF ILLUSION-DISTORTED LENGTH SUBJECT AGE-ELEMENTARY
CANAD. J. PSYCHOL., 1968, 22, 114-121.

OLSON G M, MILLER L K, HALE G A, ET AL
LONG-TERM CORRELATES OF CHILDREN'S LEARNING AND PROBLEM-SOLVING BEHAVIOR SUBJECT AGE-SECONDARY
J. EDUC. PSYCHOL., 1968, 59, 227-232.

PAGE A
THE EFFECT OF INSTRUCTION UPON THE DEVELOPMENT OF THE CONCEPT

OF NUMBER SUBJECT AGE-ELEMENTARY
J. EDUC. RES., 1968, 62, 183-189.

POOLE H E
THE EFFECT OF URBANIZATION UPON SCIENTIFIC CONCEPT ATTAINMENT AMONG HAUSA CHILDREN OF NORTHERN NIGERIA
SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 57-63.

POTEAT B W, HULSEBUS R C
THE VERTICAL DIMENSION* A SIGNIFICANT CUE IN THE PRESCHOOL CHILD'S CONCEPT OF /BIGGER/
SUBJECT AGE-PRESCHOOL,ADULTS
PSYCHON. SCI., 1968, 12, 369-370.

PRINCE J R
THE EFFECT OF WESTERN EDUCATION ON SCIENCE CONCEPTUALISATION IN NEW GUINEA SUBJECT AGE-ELEMENTARY,SECONDARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 64-74.

RAVEN R J
THE DEVELOPMENT OF THE CONCEPT OF MOMENTUM IN PRIMARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 216-223.

ROTHENBERG B B, COURTNEY R G
CONSERVATION OF NUMBER IN VERY YOUNG CHILDREN* A REPLICATION OF AND COMPARISON WITH MEHLER AND BEVER'S STUDY
SUBJECT AGE-PRESCHOOL
J. PSYCHOL., 1968, 70, 205-212.

SALTZ E, HAMILTON H
CONCEPT CONSERVATION UNDER POSITIVELY AND NEGATIVELY EVALUATED TRANSFORMATIONS SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 44-51.

SILVERMAN I, SCHNEIDER D S
A STUDY OF THE DEVELOPMENT OF CONSERVATION BY A NONVERBAL METHOD SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. GENET. PSYCHOL., 1968, 112, 287-291.

SMART M
PIAGET'S CONSERVATION CONCEPT* WHAT PIAGET SUGGESTS TO CLASSROOM TEACHERS SUBJECT AGE-ELEMENTARY
CHILDH. EDUC., 1968, 44, 294-301.

SMITH I C
THE EFFECTS OF TRAINING PROCEDURES UPON THE ACQUISITION OF CONSERVATION OF WEIGHT SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 515-526.

WINER G A
INDUCED SET AND ACQUISITION OF NUMBER CONSERVATION
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 195-205.

WOHLWILL J F
RESPONSES TO CLASS-INCLUSION QUESTIONS FOR VERBALLY AND PICTORIALLY PRESENTED ITEMS
SUBJECT AGE-PRESCHOOL,ELEMENTARY
CHILD DEVELPM., 1968, 39, 449-465.

DIFFERENCES IN MODE OF RESPONSE

NAMIKAS G A
THE EFFECT OF THE RELEVANCE AND NUMBER OF TRAINING DIMENSIONS ON CONCEPT IDENTIFICATION PERFORMANCE
SUBJECT AGE-ADULTS
PSYCHOL. REC., 1968, 18, 607-616.

SMITH E, LOESS H
REVERSAL AND NONREVERSAL SHIFTS IN CONCEPT FORMATION USING CONSISTENT AND INCONSISTENT RESPONSES
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 686-689.

TIGHE T J, TIGHE L S
PERCEPTUAL LEARNING IN THE DISCRIMINATION PROCESSES OF CHILDREN* AN ANALYSIS OF FIVE VARIABLES IN PERCEPTUAL PRETRAINING
SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 77, 125-134.

DIFFERENCES IN NUMBER OF RESPONSE CATEGORIES

COLE M, SHARP D W, GLICK J, ET AL
CONCEPTUAL AND MNEMONIC FACTORS IN PAIRED ASSOCIATES LEARNING
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 120-130.

KROLL N E A, GRANT D A
CUE SELECTION IN PAIRED-ASSOCIATE AND CONCEPT-LEARNING PARADIGMS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 64-71.

DISCRIMINATION

CARON A J
CONCEPTUAL TRANSFER IN PREVERBAL CHILDREN AS A CONSEQUENCE OF DIMENSIONAL TRAINING SUBJECT AGE-PRESCHOOL
J. EXP. CHILD PSYCHOL., 1968, 6, 522-542.

OSLER S F, SCHOLNICK E K
THE EFFECT OF STIMULUS DIFFERENTIATION AND INFERENTIAL EXPERIENCE ON CONCEPT ATTAINMENT IN DISADVANTAGED CHILDREN
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 658-666.

PRICE R H
ANALYSIS OF TASK REQUIREMENTS IN SCHIZOPHRENIC CONCEPT-IDENTIFICATION PERFORMANCE SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 285-293.

STONE D R
DEVELOPMENTAL ASPECTS OF THREE DIMENSIONAL CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHON. SCI., 1968, 11, 343-344.

TIGHE T J, TIGHE L S
PERCEPTUAL LEARNING IN THE DISCRIMINATION PROCESSES OF CHILDREN* AN ANALYSIS OF FIVE VARIABLES IN PERCEPTUAL PRETRAINING SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 77, 125-134.

DISCUSSIONS FOR CLASSROOMS

BROWNELL W A
CONCEPTUAL MATURITY IN ARITHMETIC UNDER DIFFERING SYSTEMS OF INSTRUCTION
ELEM. SCH. J., 1968, 69, 151-163.

ELKIND D
PIAGET'S CONSERVATION CONCEPT* ALWAYS CHANGING, ALWAYS THE SAME SUBJECT AGE-ELEMENTARY
CHILDH. EDUC., 1968, 44, 292-294.

SMART M
PIAGET'S CONSERVATION CONCEPT* WHAT PIAGET SUGGESTS TO CLASSROOM TEACHERS SUBJECT AGE-ELEMENTARY
CHILDH. EDUC., 1968, 44, 294-301.

STAUSS N G
MATERIALS USED IN TEACHING AND EVALUATING THE CONCEPTS RELATED TO THE BIOLOGICAL CELL IN GRADES 2-6 SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 2, 1968, , ,,

DISTRACTION OR STRESS DIFFERENCES

BEE H L
COGNITIVE STYLE AND PERFORMANCE UNDER DISTRACTION* A PARTIAL REPLICATION SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 26, 863-867.

DUNN R F
ANXIETY AND VERBAL CONCEPT LEARNING SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 286-290.

FACTOR ANALYSIS

BLAKE K A, WILLIAMS C L
RETARDED, NORMAL, AND SUPERIOR SUBJECTS' ATTAINMENT OF VERBAL CONCEPTS AT TWO LEVELS OF INCLUSIVENESS SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHOL. REP., 1968, 23, 535-540.

DUNHAM J L, GUILFORD J P, HOEPFNER R
MULTIVARIATE APPROACHES TO DISCOVERING THE INTELLECTUAL COMPONENTS OF CONCEPT LEARNING SUBJECT AGE-SECONDARY
PSYCHOL. REV., 1968, 75, 206-221.

JONES D L
RELATIONSHIPS BETWEEN CONCEPT LEARNING AND SELECTED ABILITY TEST VARIABLES FOR AN ADULT POPULATION SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 51, 1968, , ,

GENERALIZATION

BROTSKY S J
CLASSICAL CONDITIONING OF THE GALVANIC SKIN RESPONSE TO VERBAL CONCEPTS SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 244-253.

CARON A J
CONCEPTUAL TRANSFER IN PREVERBAL CHILDREN AS A CONSEQUENCE OF DIMENSIONAL TRAINING SUBJECT AGE-PRESCHOOL
J. EXP. CHILD PSYCHOL., 1968, 6, 522-542.

GAGNE R M
CONTRIBUTIONS OF LEARNING TO HUMAN DEVELOPMENT
PSYCHOL. REV., 1968, 75, 177-191.

KATAHN M, BRANHAM L
EFFECTS OF MANIFEST ANXIETY ON THE ACQUISITION AND GENERALIZATION OF CONCEPTS FROM HULLIAN THEORY SUBJECT AGE-ADULTS
AMER. J. PSYCHOL., 1968, 81, 575-580.

KROLL N E A, GRANT D A
CUE SELECTION IN PAIRED-ASSOCIATE AND CONCEPT-LEARNING PARADIGMS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 64-71.

LE FURGY W G, SISSERSON J A
EFFECTS OF PROMPTING, CONFIRMATION, AND FREE CHOICE UPON CHILDREN'S ACQUISITION, VERBALIZATION AND GENERALIZATION OF A CONCEPT SUBJECT AGE-SECONDARY
PSYCHON. SCI., 1968, 12, 277-278.

LEVENTHAL D S
PERCEPTUAL AND CONCEPTUAL CATEGORIZATION IN STIMULUS GENERAL-

IZATICN SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 219-230.

REED H E, DICK R D
THE LEARNING AND GENERALIZATION OF ABSTRACT AND CONCRETE CONCEPTS SUBJECT AGE-ADULTS
J. VEREAL LEARN. VERBAL BEHAV., 1968, 7, 486-490.

INSTRUCTIONS INFORMATION OR TEACHING METHOD DIFFERENCES

ASHBAUGH A C
SELECTION OF GEOLOGICAL CONCEPTS FOR INTERMEDIATE GRADES SUBJECT AGE-ELEMENTARY
SCI. EDUC., 1968, 52, 189-196.

BAKER F B
THE DEVELOPMENT OF A COMPUTER MODEL OF THE CONCEPT ATTAINMENT PROCESS* A FINAL REPORT SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. THEO. PAP. NO. 16, 1968, , .

BITTNER A C, SHINEDLING M M
A METHODOLOGICAL INVESTIGATION OF PIAGET'S CONCEPT OF CONSERVATION OF SUBSTANCE SUBJECT AGE-ELEMENTARY
GENET. PSYCHOL. MONOGR., 1968, 77, 135-165.

BLAINE D D, CUNHAM J L, PYLE T W
TYPE AND AMOUNT OF AVAILABLE PAST INSTANCES IN CONCEPT LEARNING SUBJECT AGE-SECONDARY
PSYCHON. SCI., 1968, 12, 159-160.

BLAKE K A, WILLIAMS C L
INDUCTION AND RETARDED, NORMAL, AND SUPERIOR SUBJECTS' CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 226-231.

BORNSTEIN R, GRIER J B
PRETASK INFORMATION IN CONCEPT IDENTIFICATION
J. EXP. PSYCHOL., 1968, 78, 306-309.

BYERS J L, DAVIDSON R E, ROHWER W D JR
THE EFFECTS OF STRATEGY INSTRUCTIONS AND MEMORY ON CONCEPT ATTAINMENT SUBJECT AGE-ADULTS
J. VEREAL LEARN. VERBAL BEHAV., 1968, 7, 831-837.

CALFEE R C, PETERSON R E
EFFECT OF LIST ORGANIZATION ON SHORT-TERM PROBE RECALL SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 468-474.

CARNES P E, BLEDSOE J C, VANDEVENTER W C
PROGRAMMED MATERIALS IN SEVENTH-GRADE OPEN-ENDED LABORATORY EXPERIENCES SUBJECT AGE-SECONDARY
J. RES. SCI. TEACH., 1968, 5, 385-396.

COOK D R, WARDROP J L, TAGATZ G E, ET AL
RESEARCH AND DEVELOPMENT ACTIVITIES IN R + I UNITS OF TWO ELEMENTARY SCHOOLS OF JANESVILLE, WISCONSIN, 1966-1967 SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 45, 1968, , ..

DWYER F M JR
THE EFFECTIVENESS OF SELECTED VISUAL ILLUSTRATIONS IN TEACHING SCIENCE CONCEPTS TO COLLEGE FRESHMEN SUBJECT AGE-ADULTS
J. EDUC. RES., 1968, 61, 343-347.

FREDRICK W C, BLOUNT N S, JOHNSON S L
A COMPARISON OF VERBAL STATEMENT, SYMBOLIC NOTATION AND FIGURAL REPRESENTATION ON GRAMMAR CONCEPTS SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 64, 1968, , .

FREDRICK W C, KLAUSMEIER H J
CONCEPT IDENTIFICATION AS A FUNCTION OF THE NUMBER OF RELEVANT AND IRRELEVANT DIMENSIONS, PRESENTATION METHOD, AND SALIENCE SUBJECT AGE-ADULTS
PSYCHOL. REP., 1968, 23, 631-634.

FREDRICK W C, KLAUSMEIER H J
INSTRUCTIONS AND LABELS IN A CONCEPT-ATTAINMENT TASK SUBJECT AGE-ADULTS
PSYCHOL. REP., 1968, 23, 1339-1342.

GREENBAUM C W, RAKOVER S, STEIN B, ET AL
THE EFFECT OF INSTRUCTIONAL SET ON HYPOTHESES AND BEHAVIOR IN CONCEPT FORMATION SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 806-812.

KLAUSMEIER H J, MEINKE D L
CONCEPT ATTAINMENT AS A FUNCTION OF INSTRUCTIONS CONCERNING THE STIMULUS MATERIAL, A STRATEGY, AND A PRINCIPLE FOR SECURING INFORMATION SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 215-222.

KROLL N E A, GRANT D A
CUE SELECTION IN PAIRED-ASSOCIATE AND CONCEPT-LEARNING PARADIGMS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 64-71.

LAUGHLIN P R, DOHERTY M A, DUNN R F
INTENTIONAL AND INCIDENTAL CONCEPT FORMATION AS A FUNCTION OF MOTIVATION, CREATIVITY, INTELLIGENCE, AND SEX SUBJECT AGE-SECONDARY
J. PERS. SOC. PSYCHOL., 1968, 8, 401-409.

LAUGHLIN P R, KALOWSKI C A, METZLER M E, ET AL
CONCEPT IDENTIFICATION AS A FUNCTION OF SENSORY MODALITY, INFORMATION, AND NUMBER OF PERSONS SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 335-340.

LEE S S
TRANSFER FROM LOWER-LEVEL TO HIGHER-LEVEL CONCEPT SUBJECT AGE-SECONDARY

GPO 815-400-4

J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 930-937.

LE FURGY W G, SISSERSON J A
EFFECTS OF PROMPTING, CONFIRMATION, AND FREE CHOICE UPON CHILDREN'S ACQUISITION, VERBALIZATION AND GENERALIZATION OF A CONCEPT SUBJECT AGE-SECONDARY
PSYCHON. SCI., 1968, 12, 277-278.

LOONEY N J, HAYGOOD R C
EFFECTS OF NUMBER OF RELEVANT DIMENSIONS IN DISJUNCTIVE CONCEPT LEARNING SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 169-171.

LOWENKRON B, JOHNSON P J
YOKED GROUP COMPARISON OF SELECTION AND RECEPTION PARADIGMS OF CONCEPT ATTAINMENT* A BIASED PROCEDURE SUBJECT AGE-ADULTS
PSYCHOL. REP., 1968, 23, 1143-1149.

NAMIKAS G, HARRIS D
CONCEPT IDENTIFICATION AS A FUNCTION OF RELEVANCE OF TRAINING AND INTERTASK INSTRUCTIONS SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 365-366.

NORMAN C, RIEBER M
FACILITATION OF CONCEPT FORMATION IN CHILDREN BY THE USE OF COLOR CUES SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 76, 460-463.

PAGE A
THE EFFECT OF INSTRUCTION UPON THE DEVELOPMENT OF THE CONCEPT OF NUMBER SUBJECT AGE-ELEMENTARY
J. EDUC. RES., 1968, 62, 183-189.

PELLA M C, VOELKER A M
TEACHING THE CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 311-323.

PELLA M C, ZIEGLER R E
USE OF MECHANICAL MODELS IN TEACHING THEORETICAL CONCEPTS SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 138-150.

PRICE R H
ANALYSIS OF TASK REQUIREMENTS IN SCHIZOPHRENIC CONCEPT-IDENTIFICATION PERFORMANCE SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 285-293.

QUARTERMAN C J, RIEGEL K F
AGE DIFFERENCES IN THE IDENTIFICATION OF CONCEPTS OF THE NATURAL LANGUAGE SUBJECT AGE-ELEMENTARY,SECONDARY
J. EXP. CHILD PSYCHOL., 1968, 6, 501-509.

QUILLING M, COOK C M, WARDROP J L, ET AL
RESEARCH AND DEVELOPMENT ACTIVITIES IN R + I UNITS OF TWO ELEMENTARY SCHOOLS OF MILWAUKEE, WISCONSIN SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 46, 1968, , ,.

REYNOLDS P D
CERTAIN EFFECTS OF THE EXPECTATION TO TRANSMIT ON CONCEPT ATTAINMENT SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 139-146.

SCHLAG-REY M, SUPPES P
HIGHER-ORDER DIMENSIONS IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 11, 141-142.

SHERMAN J E
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF UTILIZING LABORATORY-TYPE ACTIVITIES IN TEACHING INTRODUCTORY PHYSICAL SCIENCE SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 65, 1968, , ,

SIMON S H, JACKSON B
EFFECT OF A RELEVANT VERSUS IRRELEVANT OBSERVATION STIMULUS ON CONCEPT-IDENTIFICATION LEARNING SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 125-128.

STEPHENS W E
CONCEPT LEARNING WITH THREE TYPES OF VERBAL LABELS SUBJECT AGE-ELEMENTARY
PSYCHON. SCI., 1968, 10, 225-226.

STEPHENS W E, KOMECHAK M
CONCEPT LEARNING IN MENTALLY RETARDED SS USING THREE TYPES OF VERBAL LABELS SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHON. SCI., 1968, 13, 231-232.

SUEDFELD P
VERBAL INDICES OF CONCEPTUAL COMPLEXITY* MANIPULATION BY INSTRUCTIONS SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 377.

TANNENBAUM P H, WILLIAMS F
GENERATION OF ACTIVE AND PASSIVE SENTENCES AS A FUNCTION OF SUBJECT OR OBJECT FOCUS SUBJECT AGE-SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 246-250.

TRIEZENBERG H J
THE USE OF AN ADVANCE ORGANIZER IN TEACHING SELECTED CONCEPTS OF ECOLOGICAL SYSTEMS SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 42, 1968, , ,.

VOELKER A M
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF INSTRUCTION IN TEACHING THE CLASSIFICATIONAL CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 39, 1968, , ,.

WOLFGANG A
EXPLORATION OF LIMITS OF INFORMATION PROCESSING IN CONCEPT IDENTIFICATION AS A FUNCTION OF SEX AND BACKGROUND-RELEVANT INFORMATION SUBJECT [illegible]-ADULTS

PERCEP. MOT. SKILLS, 1968, 27, 1035-1038.

WOOD G
IMPLICIT RESPONSES AND CONCEPTUAL SIMILARITY* A REPETITION
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 838-840.

INSTRUMENT DESCRIPTION AND DEVELOPMENT

CAREY R L
LESSON PLANS AND TESTS OF KNOWLEDGE, COMPREHENSION, AND APPLICATION FOR SELECTED CONCEPTS OF THE CONCEPTUAL SCHEME THE PARTICLE NATURE OF MATTER SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 1, 1968, , ..

GOLDSCHMID M L, BENTLER P M
THE DIMENSIONS AND MEASUREMENT OF CONSERVATION
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 787-802.

HARPER E H, STEFFE L P
THE EFFECTS OF SELECTED EXPERIENCES ON THE ABILITY OF KINDERGARTEN AND FIRST-GRADE CHILDREN TO CONSERVE NUMEROUSNESS
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 38, 1968, , ..

HELGESON S L
LESSON PLANS AND TESTS OF KNOWLEDGE, COMPREHENSION, AND APPLICATION FOR INSTRUCTION IN CONCEPTS OF FORCE, GRADES 2-6
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 4, 1968, , ..

LEFRANCOIS G
A TREATMENT HIERARCHY FOR THE ACCELERATION OF CONSERVATION OF SUBSTANCE SUBJECT AGE-ELEMENTARY
CANAD. J. PSYCHOL., 1968, 22, 277-284.

STAUSS N G
AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN CONCEPT ATTAINMENT AND LEVEL OF MATURITY SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 40, 1968, , ..

STAUSS N G
MATERIALS USED IN TEACHING AND EVALUATING THE CONCEPTS RELATED TO THE BIOLOGICAL CELL IN GRADES 2-6
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 2, 1968, , ..

STEFFE L P, PARR R B
THE DEVELOPMENT OF THE CONCEPTS OF RATIO AND FRACTION IN THE FOURTH, FIFTH, AND SIXTH YEARS OF THE ELEMENTARY SCHOOL
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 49, 1968, , ..

TRIEZENBERG H J
TESTING FOR CONCEPTS OF ECOLOGICAL SYSTEMS
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 3, 1968, , ..

LANGUAGE SKILLS

BLOUNT N S, FREDRICK W C, JOHNSON S L
THE EFFECT OF A STUDY OF GRAMMAR ON THE WRITING OF EIGHTH-GRADE STUDENTS SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 69, 1968, , .

CARON A J
CONCEPTUAL TRANSFER IN PREVERBAL CHILDREN AS A CONSEQUENCE OF DIMENSIONAL TRAINING SUBJECT AGE-PRESCHOOL
J. EXP. CHILD PSYCHOL., 1968, 6, 522-542.

FREDRICK W C, BLOUNT N S, JOHNSON S L
A COMPARISON OF VERBAL STATEMENT, SYMBOLIC NOTATION AND FIGURAL REPRESENTATION ON GRAMMAR CONCEPTS
SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 64, 1968, , .

LEARNING SET

MATHEMATICS

BRASWELL J S, ROMBERG T A
OBJECTIVES OF /PATTERNS IN ARITHMETIC/ AND EVALUATION OF THE TELECOURSE FOR GRADES 1 AND 3 SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 67, 1968, , .

BROWNELL W A
CONCEPTUAL MATURITY IN ARITHMETIC UNDER DIFFERING SYSTEMS OF INSTRUCTION
ELEM. SCH. J., 1968, 69, 151-163.

COOK D M, WARDROP J L, TAGATZ G E, ET AL
RESEARCH AND DEVELOPMENT ACTIVITIES IN R + I UNITS OF TWO ELEMENTARY SCHOOLS OF JANESVILLE, WISCONSIN, 1966-1967
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 45, 1968, , ..

HARPER E H, STEFFE L P
THE EFFECTS OF SELECTED EXPERIENCES ON THE ABILITY OF KINDERGARTEN AND FIRST-GRADE CHILDREN TO CONSERVE NUMEROUSNESS
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 38, 1968, , ..

KLAUSMEIER H J, QUILLING M, WARDROP J L
RESEARCH AND DEVELOPMENT ACTIVITIES IN THE R + I UNITS OF

FIVE ELEMENTARY SCHOOLS OF RACINE, WISCONSIN, 1960-1967
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 52, 1968, , 3-10.

QUILLING M, COOK C M, WARGROP J L, ET AL
RESEARCH AND DEVELOPMENT ACTIVITIES IN R + I UNITS OF TWO ELEMENTARY SCHOOLS OF MILWAUKEE, WISCONSIN
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 46, 1968, , ..

ROSSKOPF M F
STRATEGIES FOR CONCEPT ATTAINMENT IN MATHEMATICS
J. EXP. EDUC., 1968, 37, 78-86.

STAATS A W
REPLICATION OF THE /MOTIVATED LEARNING/ COGNITIVE TRAINING PROCEDURES WITH CULTURALLY DEPRIVED PRESCHOOLERS
SUBJECT AGE-PRESCHOOL
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 59, 1968, , .

STEFFE L P, PARR R B
THE DEVELOPMENT OF THE CONCEPTS OF RATIO AND FRACTION IN THE FOURTH, FIFTH, AND SIXTH YEARS OF THE ELEMENTARY SCHOOL
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 49, 1968, , ..

MEDIATION

DANKS J H, GLUCKSBERG S
EFFECTS OF LEVEL OF INITIAL TRAINING ON REVERSAL SHIFT PERFORMANCE AND CLUSTERING IN FREE RECALL* A TEST OF THE MEDIATED ASSOCIATION HYPOTHESIS
SUBJECT AGE-ADULTS
J. VEREAL LEARN. VERBAL BEHAV., 1968, 7, 373-379.

DUNCAN C P
MEDIATION AND INTERFERENCE IN VERBAL CONCEPT LEARNING
SUBJECT AGE-ADULTS
J. VEREAL LEARN. VERBAL BEHAV., 1968, 7, 767-770.

HELGESON S L
THE RELATIONSHIP BETWEEN CONCEPTS OF FORCE ATTAINED AND MATURITY AS INDICATED BY GRADE LEVELS
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 43, 1968, , ..

JACOBSON L I, ELENEWSKI J J, LORDAHL D S, ET AL
ROLE OF CREATIVITY AND INTELLIGENCE IN CONCEPTUALIZATION
SUBJECT AGE-ADULTS
J. PERS. SOC. PSYCHOL., 1968, 10, 431-436.

JACOBSON L I, ELENEWSKI J J, LORDAHL D S
THE RELATIONSHIP BETWEEN ROTE LEARNING AND MEDIATED AND NONMEDIATED CONCEPT LEARNING
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 10, 347-348.

PHELAN J G, GUSTAFSON C W
REVERSAL AND NONREVERSAL SHIFTS IN ACUTE BRAIN-INJURED WITH INJURY DIFFUSELY LOCALIZED
SUBJECT AGE-ADULTS
J. PSYCHOL., 1968, 70, 249-259.

ROSSKOPF M F
STRATEGIES FOR CONCEPT ATTAINMENT IN MATHEMATICS
J. EXP. EDUC., 1968, 37, 78-86.

SUPPES P, ROSENTHAL-HILL I
CONCEPT FORMATION BY KINDERGARTEN CHILDREN IN A CARD-SORTING TASK
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 212-230.

TRIEZENBERG H J
THE USE OF AN ADVANCE ORGANIZER IN TEACHING SELECTED CONCEPTS OF ECOLOGICAL SYSTEMS
SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 42, 1968, , ..

MEMORY

BAKER F B
THE DEVELOPMENT OF A COMPUTER MODEL OF THE CONCEPT ATTAINMENT PROCESS* A FINAL REPORT
SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. THEO. PAP. NO. 16, 1968, , .

BLAINE D D, DUNHAM J L, PYLE T W
TYPE AND AMOUNT OF AVAILABLE PAST INSTANCES IN CONCEPT LEARNING
SUBJECT AGE-SECONDARY
PSYCHON. SCI., 1968, 12, 159-160.

BYERS J L, DAVIDSON R E, ROHWER W D JR
THE EFFECTS OF STRATEGY INSTRUCTIONS AND MEMORY ON CONCEPT ATTAINMENT
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 831-837.

DUNHAM J L, BLAINE D D, REEVE M B
THE EFFECT OF SIMULTANEOUS AND SUCCESSIVE PRESENTATION OF INFORMATION PROCESSING TRAINING UPON CONCEPT LEARNING
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 11, 217-218.

ERICKSON J R
HYPOTHESIS SAMPLING IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 12-18.

GAGNE R M, WIEGAND V K
SOME FACTORS IN CHILDREN'S LEARNING AND RETENTION OF CONCRETE RULES
SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 355-361.

LAUGHLIN P R
FOCUSING STRATEGY FOR EIGHT CONCEPT RULES
SUBJECT AGE-ADULTS

J. EXP. PSYCHOL., 1968, 77, 661-669.

LAUGHLIN P R, MCGLYNN R P, ANDERSON J A, ET AL
CONCEPT ATTAINMENT BY INDIVIDUALS VERSUS COOPERATIVE PAIRS AS A FUNCTION OF MEMORY, SEX, AND CONCEPT RULE
SUBJECT AGE-ADULTS
J. PERS. SOC. PSYCHOL., 1968, 8, 410-417.

MARTIN E
SHORT-TERM MEMORY, INDIVIDUAL DIFFERENCES, AND SHIFT PERFORMANCE IN CONCEPT FORMATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 514-520.

MILLER G W, DAVIS J K
RETENTION AND CONCEPT IDENTIFICATION AS FUNCTIONS OF CONCEPT COMPLEXITY, METHOD OF PRESENTATION, STIMULUS EXPOSURE TIME, AND CONDITIONS OF RECALL SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 54, 1968, , ..

SHUELL T J
RETROACTIVE INHIBITION IN FREE-RECALL LEARNING OF CATEGORIZED LISTS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 797-805.

TRIEZENBERG H J
THE USE OF AN ADVANCE ORGANIZER IN TEACHING SELECTED CONCEPTS OF ECOLOGICAL SYSTEMS SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 42, 1968, , ..

WETHERICK N E
A FURTHER STUDY OF THE INFERENTIAL BASIS OF CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
BRIT. J. PSYCHOL., 1968, 59, 431-435.

WOOD G
IMPLICIT RESPONSES AND CONCEPTUAL SIMILARITY* A REPETITION
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 838-840.

MENTAL AGE DIFFERENCES

ASHBAUGH A C
SELECTION OF GEOLOGICAL CONCEPTS FOR INTERMEDIATE GRADES
SUBJECT AGE-ELEMENTARY
SCI. EDUC., 1968, 52, 189-196.

BLAKE K A, WILLIAMS C L
INDUCTION AND RETARDED, NORMAL, AND SUPERIOR SUBJECTS' CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 226-231.

BLAKE K A, WILLIAMS C L
RETARDED, NORMAL, AND SUPERIOR SUBJECTS' ATTAINMENT OF VERBAL CONCEPTS AT TWO LEVELS OF INCLUSIVENESS
SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHOL. REP., 1968, 23, 535-540.

BOLES R J
THE FEASIBILITY OF TEACHING BIOLOGY VIA THE SOCIO-HISTORICAL APPROACH SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 66, 1968, , .

CAREY R L
RELATIONSHIP BETWEEN LEVELS OF MATURITY AND LEVELS OF UNDERSTANDING OF SELECTED CONCEPTS OF THE PARTICLE NATURE OF MATTER SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 36, 1968, , ..

CARNES P E, BLEDSOE J C, VANDEVENTER W C
PROGRAMMED MATERIALS IN SEVENTH-GRADE OPEN-ENDED LABORATORY EXPERIENCES SUBJECT AGE-SECONDARY
J. RES. SCI. TEACH., 1968, 5, 385-396.

DENNIS J, BILLINGSLEY K R, THORSON S J
A PILOT EXPERIMENT IN EARLY CHILDHOOD POLITICAL LEARNING
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 63, 1968, , .

DICKSTEIN L S
FIELD INDEPENDENCE IN CONCEPT ATTAINMENT
SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 635-642.

FREDRICK W C
INFORMATION PROCESSING AND CONCEPT LEARNING AT GRADES 6, 8, AND 10 AS A FUNCTION OF COGNITIVE STYLE
SUBJECT AGE-ELEMENTARY,SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 44, 1968, , ..

FREDRICK W C, BLOUNT N S, JOHNSON S L
A COMPARISON OF VERBAL STATEMENT, SYMBOLIC NOTATION AND FIGURAL REPRESENTATION ON GRAMMAR CONCEPTS
SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 64, 1968, , .

FURTH H G, YOUNISS J
SCHIZOPHRENIC THINKING ON NONVERBAL CONCEPTUAL, DISCOVERY, AND TRANSFER TASKS SUBJECT AGE-ADULTS
J. NERV. MENT. DIS., 1968, 146, 376-383.

GAGNE R M, WIEGAND V K
SOME FACTORS IN CHILDREN'S LEARNING AND RETENTION OF CONCRETE RULES SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 355-361.

GLICK J, WAPNER S
DEVELOPMENT OF TRANSITIVITY* SOME FINDINGS AND PROBLEMS OF ANALYSIS SUBJECT AGE-ELEMENTARY,SECONDARY
CHILD DEVELPM., 1968, 39, 621-638.

GOLDSCHMID M L
THE RELATION OF CONSERVATION TO EMOTIONAL AND ENVIRONMENTAL ASPECTS OF DEVELOPMENT SUBJECT AGE-ELEMENTARY

CHILD DEVELPM., 1968, 39, 579-589.

HARPER E H, STEFFE L P
THE EFFECTS OF SELECTED EXPERIENCES ON THE ABILITY OF KINDERGARTEN AND FIRST-GRADE CHILDREN TO CONSERVE NUMEROUSNESS
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 38, 1968, , ,,

HELGESON S L
LESSON PLANS AND TESTS OF KNOWLEDGE, COMPREHENSION, AND APPLICATION FOR INSTRUCTION IN CONCEPTS OF FORCE, GRADES 2-6
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 4, 1968, , ,,

JACOBSON L I, ELENEWSKI J J, LORDAHL C S, ET AL
ROLE OF CREATIVITY AND INTELLIGENCE IN CONCEPTUALIZATION
SUBJECT AGE-ADULTS
J. PERS. SOC. PSYCHOL., 1968, 10, 431-436.

KATAHN P, BRANHAM L
EFFECTS OF MANIFEST ANXIETY ON THE ACQUISITION AND GENERALIZATION OF CONCEPTS FROM HULLIAN THEORY
SUBJECT AGE-ADULTS
AMER. J. PSYCHOL., 1968, 81, 575-580.

KATZ P A
ROLE OF IRRELEVANT CUES IN THE FORMATION OF CONCEPTS BY LOWER-CLASS CHILDREN
SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 233-238.

LAUGHLIN P R, DOHERTY M A, DUNN R F
INTENTIONAL AND INCIDENTAL CONCEPT FORMATION AS A FUNCTION OF MOTIVATION, CREATIVITY, INTELLIGENCE, AND SEX
SUBJECT AGE-SECONDARY
J. PERS. SOC. PSYCHOL., 1968, 8, 401-409.

LE FURGY W G, SISSERSON J A
EFFECTS OF PROMPTING, CONFIRMATION, AND FREE CHOICE UPON CHILDREN'S ACQUISITION, VERBALIZATION AND GENERALIZATION OF A CONCEPT
SUBJECT AGE-SECONDARY
PSYCHON. SCI., 1968, 12, 277-278.

MCMANIS C L
RELATIVE THINKING BY RETARDATES
SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 484-492.

MILLER L K, HALE G A, STEVENSON H W
LEARNING AND PROBLEM SOLVING BY RETARDED AND NORMAL SS
SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 72, 681-690.

OLSON G M, MILLER L K, HALE G A, ET AL
LONG-TERM CORRELATES OF CHILDREN'S LEARNING AND PROBLEM-SOLVING BEHAVIOR
SUBJECT AGE-SECONDARY
J. EDUC. PSYCHOL., 1968, 59, 227-232.

THE EFFECT OF INSTRUCTION UPON THE DEVELOPMENT OF THE CONCEPT OF NUMBER
SUBJECT AGE-ELEMENTARY
J. EDUC. RES., 1968, 62, 183-189.

PEDERSEN F A, WENDER P H
EARLY SOCIAL CORRELATES OF COGNITIVE FUNCTIONING IN SIX-YEAR-OLD BOYS
SUBJECT AGE-PRESCHOOL,ELEMENTARY
CHILD DEVELPM., 1968, 39, 185-193.

PELLA M O, CAREY R L
LEVELS OF MATURITY AND LEVELS OF UNDERSTANDING FOR SELECTED CONCEPTS OF THE PARTICLE NATURE OF MATTER
SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 202-215.

PELLA M O, STAUSS N G
THE RELATIONSHIP BETWEEN CONCEPT ATTAINMENT AND LEVEL OF MATURITY
SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 299-310.

PELLA M O, VOELKER A M
TEACHING THE CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN
SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 311-323.

SCHOLNICK E K, OSLER S F, KATZENELLENBOGEN R
DISCRIMINATION LEARNING AND CONCEPT IDENTIFICATION IN DISADVANTAGED AND MIDDLE-CLASS CHILDREN
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 15-26.

SCRIVEN E G
AN ANALYSIS OF THE TYPES OF CONCEPTS USED BY FOURTH THROUGH NINTH GRADERS TO EXPLAIN MEANING
SUBJECT AGE-ELEMENTARY,SECONDARY
J. EDUC. RES., 1968, 62, 153-156.

SHERMAN J E
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF UTILIZING LABORATORY-TYPE ACTIVITIES IN TEACHING INTRODUCTORY PHYSICAL SCIENCE
SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 65, 1968, , ,

STAATS A W
REPLICATION OF THE /MOTIVATED LEARNING/ COGNITIVE TRAINING PROCEDURES WITH CULTURALLY DEPRIVED PRESCHOOLERS
SUBJECT AGE-PRESCHOOL
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 59, 1968, , ,

STAUSS N G
AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN CONCEPT ATTAINMENT AND LEVEL OF MATURITY
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 40, 1968, , ,,

STEFFE L P, PARR R B
THE DEVELOPMENT OF THE CONCEPTS OF RATIO AND FRACTION IN THE FOURTH, FIFTH, AND SIXTH YEARS OF THE ELEMENTARY SCHOOL
SUBJECT AGE-ELEMENTARY

WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 49, 1968, , ..

STEPHENS W E
LABELING ERRORS OF MENTALLY SUBNORMAL CHILDREN IN A CONCEPT ATTAINMENT TASK SUBJECT AGE-ELEMENTARY
AMER. J. MENT. DEFIC., 1968, 73, 273-278.

STONES E, HESLOP J R
THE FORMATION AND EXTENSION OF CLASS CONCEPTS IN PRIMARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 261-271.

TEDFORD W H JR, KEMPLER B
DIRECTIONAL EFFECTS ON SIZE TRANSPOSITION IN PRESCHOOL CHILDREN. SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 394-401.

VOELKER A M
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF INSTRUCTION IN TEACHING THE CLASSIFICATIONAL CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 39, 1968, , ..

METHOD OF PRESENTATION OF STIMULI VARIED

BOURNE L E JR, DODD C H, GUY D E, ET AL
RESPONSE-CONTINGENT INTERTRIAL INTERVALS IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 601-608.

CALFEE R C, PETERSON R E
EFFECT OF LIST ORGANIZATION ON SHORT-TERM PROBE RECALL SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 468-474.

COLE M, SHARP D W, GLICK J, ET AL
CONCEPTUAL AND MNEMONIC FACTORS IN PAIRED ASSOCIATES LEARNING SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 120-130.

MILLER G W, DAVIS J K
RETENTION AND CONCEPT IDENTIFICATION AS FUNCTIONS OF CONCEPT COMPLEXITY, METHOD OF PRESENTATION, STIMULUS EXPOSURE TIME, AND CONDITIONS OF RECALL SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 54, 1968, , ..

NORMAN C, RIEBER M
FACILITATION OF CONCEPT FORMATION IN CHILDREN BY THE USE OF COLOR CUES SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 76, 460-463.

PRICE R H
ANALYSIS OF TASK REQUIREMENTS IN SCHIZOPHRENIC CONCEPT-IDENTIFICATION PERFORMANCE SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 285-293.

ROWETON W E, DAVIS G A
EFFECTS OF PRERESPONSE INTERVAL, POSTINFORMATIVE FEEDBACK INTERVAL, AND PROBLEM DIFFICULTY ON THE IDENTIFICATION OF CONCEPTS SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 642-645.

TIGHE T J, TIGHE L S
PERCEPTUAL LEARNING IN THE DISCRIMINATION PROCESSES OF CHILDREN* AN ANALYSIS OF FIVE VARIABLES IN PERCEPTUAL PRETRAINING SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 77, 125-134.

MODELS

BAKER F B
THE DEVELOPMENT OF A COMPUTER MODEL OF THE CONCEPT ATTAINMENT PROCESS* A FINAL REPORT SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. THEO. PAP. NO. 16, 1968, , .

COTTON J W, SHANAB M E
NUMBER OF DIMENSIONS, STIMULUS CONSTANCY, AND REINFORCEMENT IN A PSEUDO CONCEPT-IDENTIFICATION TASK SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 464-467.

DOWNING B D
SALIENCE AND LEARNING RATE IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 10, 73-74.

ERICKSON J R
HYPOTHESIS SAMPLING IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 12-18.

GAGNE R M
CONTRIBUTIONS OF LEARNING TO HUMAN DEVELOPMENT
PSYCHOL. REV., 1968, 75, 177-191.

HUNT E B
COMPUTER SIMULATION* ARTIFICIAL INTELLIGENCE STUDIES AND THEIR RELEVANCE TO PSYCHOLOGY
ANNU. REV. PSYCHOL., 1968, 19, 135-168.

KENOYER C E, PHILLIPS J L
SOME DIRECT TESTS OF CONCEPT IDENTIFICATION MODELS SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 13, 237-238.

MERRYMAN C, KAUFMANN B, BROWN E, ET AL
EFFECTS OF /RIGHTS/ AND /WRONGS/ ON CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 116-119.

NAHINSKY I D
A TEST OF AXIOMS OF ALL-OR-NONE CONCEPT IDENTIFICATION MODELS
SUBJECT AGE-ADULTS
J. VEREAL LEARN. VERBAL BEHAV., 1968, 7, 593-601.

PELLA M O, ZIEGLER R E
USE OF MECHANICAL MODELS IN TEACHING THEORETICAL CONCEPTS
SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 138-150.

SUPPES P, ROSENTHAL-HILL I
CONCEPT FORMATION BY KINDERGARTEN CHILDREN IN A CARD-SORTING TASK
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 212-230.

NUMBER OF INSTANCES VARIED

BROTSKY S J
CLASSICAL CONDITIONING OF THE GALVANIC SKIN RESPONSE TO VERBAL CONCEPTS
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 244-253.

DUNCAN C P
MEDIATION AND INTERFERENCE IN VERBAL CONCEPT LEARNING
SUBJECT AGE-ADULTS
J. VEREAL LEARN. VERBAL BEHAV., 1968, 7, 767-770.

WOOD G
IMPLICIT RESPONSES AND CONCEPTUAL SIMILARITY* A REPETITION
SUBJECT AGE-ADULTS
J. VEREAL LEARN. VERBAL BEHAV., 1968, 7, 838-840.

NUMBER OF POSITIVE AND/OR NEGATIVE INSTANCES VARIED

BOURNE L E JR, GUY D E
LEARNING CONCEPTUAL RULES* II. THE ROLE OF POSITIVE AND NEGATIVE INSTANCES
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 488-494.

CEREWICKI L E, GRANT D A, PORTER E C
THE EFFECT OF NUMBER AND RELATEDNESS OF VERBAL DISCRIMINANDA UPON DIFFERENTIAL EYELID CONDITIONING
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 847-853.

DENNY J P, BENJAFIELD J G
INTERPRETATION OF INFORMATION THAT AN INSTANCE IS POSITIVE OR NEGATIVE IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 283-284.

DOMINOWSKI R L
STIMULUS MEMORY IN CONCEPT ATTAINMENT
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 10, 359-360.

NAHINSKY I D
A TEST OF AXIOMS OF ALL-OR-NONE CONCEPT IDENTIFICATION MODELS
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 593-601.

SALTZ E, HAMILTON H
CONCEPT CONSERVATION UNDER POSITIVELY AND NEGATIVELY EVALUATED TRANSFORMATIONS
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 44-51.

SUPPES P, ROSENTHAL-HILL I
CONCEPT FORMATION BY KINDERGARTEN CHILDREN IN A CARD-SORTING TASK
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 212-230.

TAGATZ G E, MEINKE D L, LEMKE E A
DEVELOPMENTAL ASPECTS RELATIVE TO INFORMATION PROCESSING AND CONCEPT ATTAINMENT
SUBJECT AGE-SECONDARY
J. GENET. PSYCHOL., 1968, 113, 253-262.

WETHERICK N E
A FURTHER STUDY OF THE INFERENTIAL BASIS OF CONCEPT ATTAINMENT
SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
BRIT. J. PSYCHOL., 1968, 59, 431-435.

NUMBER OF RELEVANT OR IRRELEVANT DIMENSIONS VARIED

BYERS J L, DAVIDSON R E
RELEVANT AND IRRELEVANT INFORMATION IN CONCEPT ATTAINMENT
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 277-281.

DUNN R F
ANXIETY AND VERBAL CONCEPT LEARNING
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 286-290.

FREDRICK W C
INFORMATION PROCESSING AND CONCEPT LEARNING AT GRADES 6, 8, AND 10 AS A FUNCTION OF COGNITIVE STYLE
SUBJECT AGE-ELEMENTARY,SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 44, 1968, , ..

FREDRICK W C, KLAUSMEIER H J
CONCEPT IDENTIFICATION AS A FUNCTION OF THE NUMBER OF RELEVANT AND IRRELEVANT DIMENSIONS, PRESENTATION METHOD, AND SALIENCE
SUBJECT AGE-ADULTS
PSYCHOL. REP., 1968, 23, 631-634.

KATZ P A
ROLE OF IRRELEVANT CUES IN THE FORMATION OF CONCEPTS BY LOWER-CLASS CHILDREN
SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 233-238.

KING W L
RULE LEARNING AND TRANSFER AS A FUNCTION OF AGE AND STIMULUS STRUCTURE SUBJECT AGE-ELEMENTARY,ADULTS
CHILD DEVELPM., 1968, 39, 311-324.

LAUGHLIN P R
CONDITIONAL CONCEPT ATTAINMENT AS A FUNCTION OF IF FACTOR COMPLEXITY AND THEN FACTOR COMPLEXITY SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 212-222.

LEVENTHAL D S
PERCEPTUAL AND CONCEPTUAL CATEGORIZATION IN STIMULUS GENERALIZATION SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 219-230.

LOONEY M J, HAYGOOD R C
EFFECTS OF NUMBER OF RELEVANT DIMENSIONS IN DISJUNCTIVE CONCEPT LEARNING SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 169-171.

MILLER G W, DAVIS J K
RETENTION AND CONCEPT IDENTIFICATION AS FUNCTIONS OF CONCEPT COMPLEXITY, METHOD OF PRESENTATION, STIMULUS EXPOSURE TIME, AND CONDITIONS OF RECALL SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 54, 1968, , ..

NAMIKAS G A
THE EFFECT OF THE RELEVANCE AND NUMBER OF TRAINING DIMENSIONS ON CONCEPT IDENTIFICATION PERFORMANCE SUBJECT AGE-ADULTS
PSYCHOL. REC., 1968, 18, 607-616.

PRICE R H
ANALYSIS OF TASK REQUIREMENTS IN SCHIZOPHRENIC CONCEPT-IDENTIFICATION PERFORMANCE SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 285-293.

RAMSAY J G
CONCEPT LEARNING AS A FUNCTION OF THE TYPE OF MATERIAL AND TYPE OF CLASSIFICATION SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 58, 1968, , .

ROWETON W E, DAVIS G A
EFFECTS OF PRERESPONSE INTERVAL, POSTINFORMATIVE FEEDBACK INTERVAL, AND PROBLEM DIFFICULTY ON THE IDENTIFICATION OF CONCEPTS SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 642-645.

SCHAEFFER B, WALLACE R
INTERDEPENDENCE OF RULE-LEARNING AND ATTRIBUTE-LEARNING SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 239-246.

WOLFGANG A
EXPLORATION OF LIMITS OF INFORMATION PROCESSING IN CONCEPT IDENTIFICATION AS A FUNCTION OF SEX AND BACKGROUND-RELEVANT INFORMATION SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 1035-1038.

ODP 818-4008

WOLFGANG A, PISHKIN V, ROSENBLUH E S
CONCEPT IDENTIFICATION OF SCHIZOPHRENICS AS A FUNCTION OF SOCIAL INTERACTION, SEX, AND TASK COMPLEXITY SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 336-342.

PHYSICAL CHARACTERISTIC DIFFERENCES

PETTIFOR J L
THE ROLE OF LANGUAGE IN THE DEVELOPMENT OF ABSTRACT THINKING*
A COMPARISON OF HARD-OF-HEARING AND NORMAL-HEARING CHILDREN ON LEVELS OF CONCEPTUAL THINKING SUBJECT AGE-ELEMENTARY,SECONDARY
CANAD. J. PSYCHOL., 1968, 22, 139-156.

PHELAN J G, GUSTAFSON C W
REVERSAL AND NONREVERSAL SHIFTS IN ACUTE BRAIN-INJURED WITH INJURY DIFFUSELY LOCALIZED SUBJECT AGE-ADULTS
J. PSYCHOL., 1968, 70, 249-259.

PHYSICAL DISABILITIES

PETTIFOR J L
THE ROLE OF LANGUAGE IN THE DEVELOPMENT OF ABSTRACT THINKING*
A COMPARISON OF HARD-OF-HEARING AND NORMAL-HEARING CHILDREN ON LEVELS OF CONCEPTUAL THINKING SUBJECT AGE-ELEMENTARY,SECONDARY
CANAD. J. PSYCHOL., 1968, 22, 139-156.

PHELAN J G, GUSTAFSON C W
REVERSAL AND NONREVERSAL SHIFTS IN ACUTE BRAIN-INJURED WITH INJURY DIFFUSELY LOCALIZED SUBJECT AGE-ADULTS
J. PSYCHOL., 1968, 70, 249-259.

PIAGET THEORY AND METHODOLOGY

BITTNER A C, SHINEDLING M M
A METHODOLOGICAL INVESTIGATION OF PIAGET'S CONCEPT OF CONSERVATION OF SUBSTANCE SUBJECT AGE-ELEMENTARY
GENET. PSYCHOL. MONOGR., 1968, 77, 135-165.

CARINI P F, CARINI L
CONCEPT OF EXTREME SIZE IN CHILDREN
PERCEP. MOT. SKILLS, 1968, 27, 634.

COON R C, ODOM R D
TRANSITIVITY AND LENGTH JUDGMENTS AS A FUNCTION OF AGE AND SOCIAL INFLUENCE SUBJECT AGE-ELEMENTARY,SECONDARY

CHILD DEVELPM., 1968, 39, 1133-1144.

ELKIND D
PIAGET'S CONSERVATION CONCEPT* ALWAYS CHANGING, ALWAYS THE SAME SUBJECT AGE-ELEMENTARY
CHILDH. EDUC., 1968, 44, 292-294.

FURTH H G
PIAGET'S THEORY OF KNOWLEDGE* THE NATURE OF REPRESENTATION AND INTERIORIZATION
PSYCHOL. REV., 1968, 75, 143-154.

GAGNE R M
CONTRIBUTIONS OF LEARNING TO HUMAN DEVELOPMENT
PSYCHOL. REV., 1968, 75, 177-191.

GLICK J, WAPNER S
DEVELOPMENT OF TRANSITIVITY* SOME FINDINGS AND PROBLEMS OF ANALYSIS SUBJECT AGE-ELEMENTARY,SECONDARY
CHILD DEVELPM., 1968, 39, 621-638.

GOLDSCHMID M L
THE RELATION OF CONSERVATION TO EMOTIONAL AND ENVIRONMENTAL ASPECTS OF DEVELOPMENT SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 579-589.

GOLDSCHMID M L, BENTLER P M
THE DIMENSIONS AND MEASUREMENT OF CONSERVATION SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 787-802.

HALFORD G S
AN EXPERIMENTAL TEST OF PIAGET'S NOTIONS CONCERNING THE CONSERVATION OF QUANTITY IN CHILDREN SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 33-43.

HALL V C, KINGSLEY R
CONSERVATION AND EQUILIBRATION THEORY SUBJECT AGE-ELEMENTARY,ADULTS
J. GENET. PSYCHOL., 1968, 113, 195-213.

HARPER E H, STEFFE L P
THE EFFECTS OF SELECTED EXPERIENCES ON THE ABILITY OF KINDERGARTEN AND FIRST-GRADE CHILDREN TO CONSERVE NUMEROUSNESS SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 38, 1968, , ..

KOHLBERG L
EARLY EDUCATION* A COGNITIVE-DEVELOPMENTAL VIEW
CHILD DEVELPM., 1968, 39, 1013-1062.

LEFRANCOIS G
A TREATMENT HIERARCHY FOR THE ACCELERATION OF CONSERVATION OF SUBSTANCE SUBJECT AGE-ELEMENTARY
CANAD. J. PSYCHOL., 1968, 22, 277-284.

LEPPER R E
A CROSS-CULTURAL INVESTIGATION OF THE DEVELOPMENT OF SELECTED PIAGETIAN SCIENCE CONCEPTS, SOCIAL STATUS, AND READING READINESS SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 324-337.

LUMSDEN E A, POTEAT B W S
THE SALIENCE OF THE VERTICAL DIMENSION IN THE CONCEPT OF /BIGGER/ IN FIVE- AND SIX-YEAR-OLDS SUBJECT AGE-ELEMENTARY,SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 404-408.

MACKAY C K, KILKENNY T M
A NOTE ON THE STABILITY OF INDUCED CONSERVATION SUBJECT AGE-PRESCHOOL,ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 313-315.

MCMANIS D L
RELATIVE THINKING BY RETARDATES SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 484-492.

MILLER L K, HALE G A, STEVENSON H W
LEARNING AND PROBLEM SOLVING BY RETARDED AND NORMAL SS SUBJECT AGE-ELEMENTARY,SECONDARY
AMER. J. MENT. DEFIC., 1968, 72, 681-690.

MURRAY F B
COGNITIVE CONFLICT AND REVERSIBILITY TRAINING IN THE ACQUISITION OF LENGTH CONSERVATION SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 82-87.

MURRAY F B
OPERATIONAL CONSERVATION OF ILLUSION-DISTORTED LENGTH SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 189-193.

MURRAY F B
PHENOMENAL-REAL DISCRIMINATION AND THE CONSERVATION OF ILLUSION-DISTORTED LENGTH SUBJECT AGE-ELEMENTARY
CANAD. J. PSYCHOL., 1968, 22, 114-121.

MURRAY J P, YOUNISS J
ACHIEVEMENT OF INFERENTIAL TRANSITIVITY AND ITS RELATION TO SERIAL ORDERING SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 1259-1268.

OLSON G M, MILLER L K, HALE G A, ET AL
LONG-TERM CORRELATES OF CHILDREN'S LEARNING AND PROBLEM-SOLVING BEHAVIOR SUBJECT AGE-SECONDARY
J. EDUC. PSYCHOL., 1968, 59, 227-232.

PAGE A
THE EFFECT OF INSTRUCTION UPON THE DEVELOPMENT OF THE CONCEPT OF NUMBER SUBJECT AGE-ELEMENTARY
J. EDUC. RES., 1968, 62, 183-189.

POOLE H E
THE EFFECT OF URBANIZATION UPON SCIENTIFIC CONCEPT ATTAINMENT

AMONG HAUSA CHILDREN OF NORTHERN NIGERIA
SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 57-63.

POTEAT E W, PULSEBUS R C
THE VERTICAL DIMENSION* A SIGNIFICANT CUE IN THE PRESCHOOL CHILD'S CONCEPT OF /BIGGER/
SUBJECT AGE-PRESCHOOL,ADULTS
PSYCHON. SCI., 1968, 12, 369-370.

PRINCE J R
THE EFFECT OF WESTERN EDUCATION ON SCIENCE CONCEPTUALISATION IN NEW GUINEA SUBJECT AGE-ELEMENTARY,SECONDARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 64-74.

RAVEN R J
THE DEVELOPMENT OF THE CONCEPT OF MOMENTUM IN PRIMARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 216-223.

ROTHENBERG B B, COURTNEY R G
CONSERVATION OF NUMBER IN VERY YOUNG CHILDREN* A REPLICATION OF AND COMPARISON WITH MEHLER AND BEVER'S STUDY
SUBJECT AGE-PRESCHOOL
J. PSYCHOL., 1968, 70, 205-212.

SALTZ E, HAMILTON H
CONCEPT CONSERVATION UNDER POSITIVELY AND NEGATIVELY EVALUATED TRANSFORMATIONS SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 44-51.

SATTERLY D
PERCEPTUAL, REPRESENTATIONAL AND CONCEPTUAL CHARACTERISTICS OF PRIMARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 78-82.

SILVERMAN I, SCHNEIDER D S
A STUDY OF THE DEVELOPMENT OF CONSERVATION BY A NONVERBAL METHOD SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. GENET. PSYCHOL., 1968, 112, 287-291.

SMART M
PIAGET'S CONSERVATION CONCEPT* WHAT PIAGET SUGGESTS TO CLASSROOM TEACHERS SUBJECT AGE-ELEMENTARY
CHILDH. EDUC., 1968, 44, 294-301.

SMITH I D
THE EFFECTS OF TRAINING PROCEDURES UPON THE ACQUISITION OF CONSERVATION OF WEIGHT SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 515-526.

STONE D R
DEVELOPMENTAL ASPECTS OF THREE DIMENSIONAL CONCEPT ATTAINMENT
SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHON. SCI., 1968, 11, 343-344.

WINER G A
INDUCED SET AND ACQUISITION OF NUMBER CONSERVATION
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 195-205.

WOHLWILL J F
RESPONSES TO CLASS-INCLUSION QUESTIONS FOR VERBALLY AND PICTORIALLY PRESENTED ITEMS
SUBJECT AGE-PRESCHOOL,ELEMENTARY
CHILD DEVELPM., 1968, 39, 449-465.

PRE-EXPERIMENTAL TRAINING DIFFERENCES

POOLE H E
THE EFFECT OF URBANIZATION UPON SCIENTIFIC CONCEPT ATTAINMENT AMONG HAUSA CHILDREN OF NORTHERN NIGERIA
SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 57-63.

PRINCE J R
THE EFFECT OF WESTERN EDUCATION ON SCIENCE CONCEPTUALISATION IN NEW GUINEA SUBJECT AGE-ELEMENTARY,SECONDARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 64-74.

WOLFGANG A, PISHKIN V, ROSENBLUH E S
CONCEPT IDENTIFICATION OF SCHIZOPHRENICS AS A FUNCTION OF SOCIAL INTERACTION, SEX, AND TASK COMPLEXITY
SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 336-342.

PROBABILITY MATCHING

COTTON J W, SHANAB M E
NUMBER OF DIMENSIONS, STIMULUS CONSTANCY, AND REINFORCEMENT IN A PSEUDO CONCEPT-IDENTIFICATION TASK
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 464-467.

READING

REDUNDANCY OF INFORMATION

BROWN B R, WALKER D W, EVANS S H
SCHEMATIC CONCEPT FORMATION AS A FUNCTION OF CONSTRAINT REDUNDANCY AND KNOWLEDGE OF RESULTS SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 11, 75-76.

LEVENTHAL D S

PERCEPTUAL AND CONCEPTUAL CATEGORIZATION IN STIMULUS GENERALIZATION
SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 219-230.

REVIEW OF LITERATURE AND DISCUSSIONS

ANISFELD M
DISJUNCTIVE CONCEPTS
J. GEN. PSYCHOL., 1968, 78, 223-228.

BLOUNT W R
CONCEPT USAGE RESEARCH WITH THE MENTALLY RETARDED
PSYCHOL. BULL., 1968, 69, 281-294.

CARINI F F, CARINI L
CONCEPT OF EXTREME SIZE IN CHILDREN
PERCEP. MOT. SKILLS, 1968, 27, 634.

FURTH H G
PIAGET'S THEORY OF KNOWLEDGE* THE NATURE OF REPRESENTATION AND INTERIORIZATION
PSYCHOL. REV., 1968, 75, 143-154.

GAGNE R M
CONTRIBUTIONS OF LEARNING TO HUMAN DEVELOPMENT
PSYCHOL. REV., 1968, 75, 177-191.

HUNT E E
COMPUTER SIMULATION* ARTIFICIAL INTELLIGENCE STUDIES AND THEIR RELEVANCE TO PSYCHOLOGY
ANNU. REV. PSYCHOL., 1968, 19, 135-168.

KOHLBERG L
EARLY EDUCATION* A COGNITIVE-DEVELOPMENTAL VIEW
CHILD DEVELPM., 1968, 39, 1013-1062.

KVALE S
/UNCONSCIOUS PROCESSES/ IN CONCEPT FORMATION* AN EMPIRICAL FACT OR A THEORETICAL CONSTRUCTION
ACTA PSYCHOL., 1968, 28, 344-362.

OTTO W, ASKOV E
THE ROLE OF COLOR IN LEARNING AND INSTRUCTION
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. THEO. PAP. NO. 12, 1968, , ..

ROSSKOPF M F
STRATEGIES FOR CONCEPT ATTAINMENT IN MATHEMATICS
J. EXP. EDUC., 1968, 37, 78-86.

SCANDURA J M
NEW DIRECTIONS FOR THEORY AND RESEARCH ON RULE LEARNING. I. A SET-FUNCTION LANGUAGE
ACTA PSYCHOL., 1968, 28, 301-321.

TIGHE T J, TIGHE L S
DIFFERENTIATION THEORY AND CONCEPT-SHIFT BEHAVIOR
PSYCHOL. BULL., 1968, 70, 756-761.

RULES

BOURNE L E JR, GUY D E
LEARNING CONCEPTUAL RULES* I. SOME INTERRULE TRANSFER EFFECTS
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 423-429.

BOURNE L E JR, GUY D E
LEARNING CONCEPTUAL RULES* II. THE ROLE OF POSITIVE AND NEGATIVE INSTANCES
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 488-494.

FURTH H G, YOUNISS J
SCHIZOPHRENIC THINKING ON NONVERBAL CONCEPTUAL, DISCOVERY, AND TRANSFER TASKS
SUBJECT AGE-ADULTS
J. NERV. MENT. DIS., 1968, 146, 376-393.

LAUGHLIN P R
FOCUSING STRATEGY FOR EIGHT CONCEPT RULES
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 661-669.

LAUGHLIN P R, MCGLYNN R P, ANDERSON J A, ET AL
CONCEPT ATTAINMENT BY INDIVIDUALS VERSUS COOPERATIVE PAIRS AS A FUNCTION OF MEMORY, SEX, AND CONCEPT RULE
SUBJECT AGE-ADULTS
J. PERS. SOC. PSYCHOL., 1968, 8, 410-417.

LEE S S
TRANSFER FROM LOWER-LEVEL TO HIGHER-LEVEL CONCEPT
SUBJECT AGE-SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 930-937.

LOONEY N J, HAYGOOD R C
EFFECTS OF NUMBER OF RELEVANT DIMENSIONS IN DISJUNCTIVE CONCEPT LEARNING
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 169-171.

PHELAN J G
INHIBITING EFFECTS OF ATTEMPTS TO VERBALIZE ON ATTAINMENT AND USE OF COMPLEX AND CONJUNCTIVE CONCEPTS
SUBJECT AGE-ADULTS
PSYCHOL. REP., 1968, 22, 785-793.

SCHAEFFER B, WALLACE R
INTERDEPENDENCE OF RULE-LEARNING AND ATTRIBUTE-LEARNING
SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 239-246.

ASHBAUGH A C
SELECTION OF GEOLOGICAL CONCEPTS FOR INTERMEDIATE GRADES
SUBJECT AGE-ELEMENTARY
SCI. EDUC., 1968, 52, 189-196.

BOENER C M
EVALUATION OF THE GRADE PLACEMENT OF SCIENCE CONCEPTS IN THE EARLY ELEMENTARY GRADES SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 253-260.

BOLES R J
THE FEASIBILITY OF TEACHING BIOLOGY VIA THE SOCIO-HISTORICAL APPROACH SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 66, 1968, , .

CAREY R L
LESSON PLANS AND TESTS OF KNOWLEDGE, COMPREHENSION, AND APPLICATION FOR SELECTED CONCEPTS OF THE CONCEPTUAL SCHEME THE PARTICLE NATURE OF MATTER SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 1, 1968, , ..

CAREY R L
RELATIONSHIP BETWEEN LEVELS OF MATURITY AND LEVELS OF UNDERSTANDING OF SELECTED CONCEPTS OF THE PARTICLE NATURE OF MATTER SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 36, 1968, , ..

CARNES P E, BLEDSOE J C, VANDEVENTER W C
PROGRAMMED MATERIALS IN SEVENTH-GRADE OPEN-ENDED LABORATORY EXPERIENCES SUBJECT AGE-SECONDARY
J. RES. SCI. TEACH., 1968, 5, 385-396.

DWYER F M JR
THE EFFECTIVENESS OF SELECTED VISUAL ILLUSTRATIONS IN TEACHING SCIENCE CONCEPTS TO COLLEGE FRESHMEN SUBJECT AGE-ADULTS
J. EDUC. RES., 1968, 61, 343-347.

HELGESON S L
LESSON PLANS AND TESTS OF KNOWLEDGE, COMPREHENSION, AND APPLICATION FOR INSTRUCTION IN CONCEPTS OF FORCE, GRADES 2-6 SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 4, 1968, , ..

HELGESON S L
THE RELATIONSHIP BETWEEN CONCEPTS OF FORCE ATTAINED AND MATURITY AS INDICATED BY GRADE LEVELS SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 43, 1968, , ..

LEPPER F E
A CROSS-CULTURAL INVESTIGATION OF THE DEVELOPMENT OF SELECTED PIAGETIAN SCIENCE CONCEPTS, SOCIAL STATUS, AND READING READINESS SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 324-337.

PELLA M O, CAREY R L
LEVELS OF MATURITY AND LEVELS OF UNDERSTANDING FOR SELECTED CONCEPTS OF THE PARTICLE NATURE OF MATTER SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 202-215.

PELLA M O, STAUSS N G
THE RELATIONSHIP BETWEEN CONCEPT ATTAINMENT AND LEVEL OF MATURITY SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 299-310.

PELLA M O, VOELKER A M
TEACHING THE CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 311-323.

PELLA M O, ZIEGLER R E
USE OF MECHANICAL MODELS IN TEACHING THEORETICAL CONCEPTS SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 138-150.

POOLE H E
THE EFFECT OF URBANIZATION UPON SCIENTIFIC CONCEPT ATTAINMENT AMONG HAUSA CHILDREN OF NORTHERN NIGERIA SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 57-63.

PRINCE J R
THE EFFECT OF WESTERN EDUCATION ON SCIENCE CONCEPTUALISATION IN NEW GUINEA SUBJECT AGE-ELEMENTARY,SECONDARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 64-74.

RAVEN R J
THE DEVELOPMENT OF THE CONCEPT OF MOMENTUM IN PRIMARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1967, 5, 216-223.

ROTHMAN A I
RESPONSES TO SCIENCE CONCEPTS ON A SEMANTIC DIFFERENTIAL INSTRUMENT AND ACHIEVEMENT IN FRESHMAN PHYSICS AND CHEMISTRY SUBJECT AGE-ADULTS
J. RES. SCI. TEACH., 1967, 5, 168-173.

SCRIVEN E G
AN ANALYSIS OF THE TYPES OF CONCEPTS USED BY FOURTH THROUGH NINTH GRADERS TO EXPLAIN MEANING SUBJECT AGE-ELEMENTARY,SECONDARY
J. EDUC. RES., 1968, 62, 153-156.

SHERMAN J E
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF UTILIZING LABORATORY-TYPE ACTIVITIES IN TEACHING INTRODUCTORY PHYSICAL SCIENCE SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 65, 1968, , .

STAUSS N G
AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN CONCEPT AT-

TAINMENT AND LEVEL OF MATURITY SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 40, 1968, , ,,

STAUSS N G
MATERIALS USED IN TEACHING AND EVALUATING THE CONCEPTS RELATED TO THE BIOLOGICAL CELL IN GRADES 2-6
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 2, 1968, , ,,

TRIEZENBERG H J
TESTING FOR CONCEPTS OF ECOLOGICAL SYSTEMS
WIS. R + D CENT. COG. LEARN. PRAC. PAP. NO. 3, 1968, , ,,

TRIEZENBERG H J
THE USE OF AN ADVANCE ORGANIZER IN TEACHING SELECTED CONCEPTS OF ECOLOGICAL SYSTEMS SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 42, 1968, , ,,

VOELKER A M
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF INSTRUCTION IN TEACHING THE CLASSIFICATIONAL CONCEPTS OF PHYSICAL AND CHEMICAL CHANGE TO ELEMENTARY SCHOOL CHILDREN
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 39, 1968, , ,,

SEMANTIC DIFFERENTIAL

BROTSKY S J
CLASSICAL CONDITIONING OF THE GALVANIC SKIN RESPONSE TO VERBAL CONCEPTS SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 244-253.

ROTHMAN A I
RESPONSES TO SCIENCE CONCEPTS ON A SEMANTIC DIFFERENTIAL INSTRUMENT AND ACHIEVEMENT IN FRESHMAN PHYSICS AND CHEMISTRY
SUBJECT AGE-ADULTS
J. RES. SCI. TEACH., 1967, 5, 168-173.

SALTZ E, HAMILTON H
CONCEPT CONSERVATION UNDER POSITIVELY AND NEGATIVELY EVALUATED TRANSFORMATIONS SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 44-51.

TAYLOR C L, HAYGOOD R C
EFFECTS OF DEGREE OF CATEGORY SEPARATION ON SEMANTIC CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 356-359.

SENSORY MODE OF PRESENTATION OF STIMULI VARIED

COLE P, SHARP D W, GLICK J, ET AL
CONCEPTUAL AND MNEMONIC FACTORS IN PAIRED ASSOCIATES LEARNING

J. EXP. CHILD PSYCHOL., 1968, 6, 120-130.

DUNHAM J L, GUILFORD J P, HOEPFNER R
MULTIVARIATE APPROACHES TO DISCOVERING THE INTELLECTUAL COMPONENTS OF CONCEPT LEARNING SUBJECT AGE-SECONDARY
PSYCHOL. REV., 1968, 75, 206-221.

DWYER F M JR
THE EFFECTIVENESS OF SELECTED VISUAL ILLUSTRATIONS IN TEACHING SCIENCE CONCEPTS TO COLLEGE FRESHMEN
SUBJECT AGE-ADULTS
J. EDUC. RES., 1968, 61, 343-347.

FREDRICK W C, KLAUSMEIER H J
CONCEPT IDENTIFICATION AS A FUNCTION OF THE NUMBER OF RELEVANT AND IRRELEVANT DIMENSIONS, PRESENTATION METHOD, AND SALIENCE SUBJECT AGE-ADULTS
PSYCHOL. REP., 1968, 23, 631-634.

GAGNE R M, WIEGAND V K
SOME FACTORS IN CHILDREN'S LEARNING AND RETENTION OF CONCRETE RULES SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 355-361.

GLICK J, WAPNER S
DEVELOPMENT OF TRANSITIVITY* SOME FINDINGS AND PROBLEMS OF ANALYSIS SUBJECT AGE-ELEMENTARY,SECONDARY
CHILD DEVELPM., 1968, 39, 621-638.

LAUGHLIN P R, KALOWSKI C A, METZLER M E, ET AL
CONCEPT IDENTIFICATION AS A FUNCTION OF SENSORY MODALITY, INFORMATION, AND NUMBER OF PERSONS SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 335-340.

PRICE R H
ANALYSIS OF TASK REQUIREMENTS IN SCHIZOPHRENIC CONCEPT-IDENTIFICATION PERFORMANCE SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 285-293.

RAMSAY J G
CONCEPT LEARNING AS A FUNCTION OF THE TYPE OF MATERIAL AND TYPE OF CLASSIFICATION SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 58, 1968, , ,

STEFFE L P, PARR R B
THE DEVELOPMENT OF THE CONCEPTS OF RATIO AND FRACTION IN THE FOURTH, FIFTH, AND SIXTH YEARS OF THE ELEMENTARY SCHOOL
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 49, 1968, , ,,

WOHLWILL J F
RESPONSES TO CLASS-INCLUSION QUESTIONS FOR VERBALLY AND PICTORIALLY PRESENTED ITEMS
SUBJECT AGE-PRESCHOOL,ELEMENTARY
CHILD DEVELPM., 1968, 39, 449-465.

SEQUENCE OF STIMULI VARIED

SEX COMPARISONS

ASHBAUGH A C
SELECTION OF GEOLOGICAL CONCEPTS FOR INTERMEDIATE GRADES
SUBJECT AGE-ELEMENTARY
SCI. EDUC., 1968, 52, 189-196.

BEE H L
COGNITIVE STYLE AND PERFORMANCE UNDER DISTRACTION* A PARTIAL REPLICATION
SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 26, 863-867.

BITTNER A C, SHINEDLING M M
A METHODOLOGICAL INVESTIGATION OF PIAGET'S CONCEPT OF CONSERVATION OF SUBSTANCE
SUBJECT AGE-ELEMENTARY
GENET. PSYCHOL. MONOGR., 1968, 77, 135-165.

BLOUNT N S, FREDRICK W C, JOHNSON S L
THE EFFECT OF A STUDY OF GRAMMAR ON THE WRITING OF EIGHTH-GRADE STUDENTS
SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 69, 1968, , .

CARNES F E, BLEDSOE J C, VANDEVENTER W C
PROGRAMMED MATERIALS IN SEVENTH-GRADE OPEN-ENDED LABORATORY EXPERIENCES
SUBJECT AGE-SECONDARY
J. RES. SCI. TEACH., 1968, 5, 385-396.

CAVEY A G
THE TRISTAN DA CUNHAN CHILDREN'S CONCEPTS OF EQUIVALENCE
SUBJECT AGE-ELEMENTARY,SECONDARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 162-168.

DENNIS J, BILLINGSLEY K R, THORSON S J
A PILOT EXPERIMENT IN EARLY CHILDHOOD POLITICAL LEARNING
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 63, 1968, , .

DUNHAM J L, GUILFORD J P, HOEPFNER R
MULTIVARIATE APPROACHES TO DISCOVERING THE INTELLECTUAL COMPONENTS OF CONCEPT LEARNING
SUBJECT AGE-SECONDARY
PSYCHOL. REV., 1968, 75, 206-221.

FREDRICK W C
INFORMATION PROCESSING AND CONCEPT LEARNING AT GRADES 6, 8, AND 10 AS A FUNCTION OF COGNITIVE STYLE
SUBJECT AGE-ELEMENTARY,SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 44, 1968, , ..

GLICK J, WAPNER S
DEVELOPMENT OF TRANSITIVITY* SOME FINDINGS AND PROBLEMS OF ANALYSIS
SUBJECT AGE-ELEMENTARY,SECONDARY
CHILD DEVELPM., 1968, 39, 621-638.

GOLDSCHMID M L
THE RELATION OF CONSERVATION TO EMOTIONAL AND ENVIRONMENTAL ASPECTS OF DEVELOPMENT
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 579-589.

HARPER E H, STEFFE L P
THE EFFECTS OF SELECTED EXPERIENCES ON THE ABILITY OF KINDERGARTEN AND FIRST-GRADE CHILDREN TO CONSERVE NUMEROUSNESS
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 38, 1968, , ..

KATAHN M, BRANHAM L
EFFECTS OF MANIFEST ANXIETY ON THE ACQUISITION AND GENERALIZATION OF CONCEPTS FROM HULLIAN THEORY
SUBJECT AGE-ADULTS
AMER. J. PSYCHOL., 1968, 81, 575-580.

KING W L
RULE LEARNING AND TRANSFER AS A FUNCTION OF AGE AND STIMULUS STRUCTURE
SUBJECT AGE-ELEMENTARY,ADULTS
CHILD DEVELPM., 1968, 39, 311-324.

KLAUSMEIER H J, QUILLING M, WARDROP J L
RESEARCH AND DEVELOPMENT ACTIVITIES IN THE R + I UNITS OF FIVE ELEMENTARY SCHOOLS OF RACINE, WISCONSIN, 1960-1967
SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 52, 1968, , 3-10.

LAUGHLIN P R, DOHERTY M A, DUNN R F
INTENTIONAL AND INCIDENTAL CONCEPT FORMATION AS A FUNCTION OF MOTIVATION, CREATIVITY, INTELLIGENCE, AND SEX
SUBJECT AGE-SECONDARY
J. PERS. SOC. PSYCHOL., 1968, 8, 401-409.

LAUGHLIN P R, MCGLYNN R P, ANDERSON J A, ET AL
CONCEPT ATTAINMENT BY INDIVIDUALS VERSUS COOPERATIVE PAIRS AS A FUNCTION OF MEMORY, SEX, AND CONCEPT RULE
SUBJECT AGE-ADULTS
J. PERS. SOC. PSYCHOL., 1968, 8, 410-417.

MURRAY F B
COGNITIVE CONFLICT AND REVERSIBILITY TRAINING IN THE ACQUISITION OF LENGTH CONSERVATION
SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 82-87.

OLSON G M, MILLER L K, HALE G A, ET AL
LONG-TERM CORRELATES OF CHILDREN'S LEARNING AND PROBLEM-SOLVING BEHAVIOR
SUBJECT AGE-SECONDARY
J. EDUC. PSYCHOL., 1968, 59, 227-232.

PAGE A
THE EFFECT OF INSTRUCTION UPON THE DEVELOPMENT OF THE CONCEPT OF NUMBER
SUBJECT AGE-ELEMENTARY
J. EDUC. RES., 1968, 62, 183-189.

PETERSON M J

CONCEPT IDENTIFICATION AS A FUNCTION OF THE TYPE OF TRAINING SERIES SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 128-136.

SATTERLY D
PERCEPTUAL, REPRESENTATIONAL AND CONCEPTUAL CHARACTERISTICS OF PRIMARY SCHOOL CHILDREN SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 78-82.

SCRIVEN E G
AN ANALYSIS OF THE TYPES OF CONCEPTS USED BY FOURTH THROUGH NINTH GRADERS TO EXPLAIN MEANING SUBJECT AGE-ELEMENTARY,SECONDARY
J. EDUC. RES., 1968, 62, 153-156.

SHERMAN J E
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF UTILIZING LABORATORY-TYPE ACTIVITIES IN TEACHING INTRODUCTORY PHYSICAL SCIENCE SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 65, 1968, , .

SILVERMAN I, SCHNEIDER D S
A STUDY OF THE DEVELOPMENT OF CONSERVATION BY A NONVERBAL METHOD SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. GENET. PSYCHOL., 1968, 112, 287-291.

STONE C R
DEVELOPMENTAL ASPECTS OF THREE DIMENSIONAL CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHON. SCI., 1968, 11, 343-344.

TAGATZ G E, MEINKE D L, LEMKE E A
DEVELOPMENTAL ASPECTS RELATIVE TO INFORMATION PROCESSING AND CONCEPT ATTAINMENT SUBJECT AGE-SECONDARY
J. GENET. PSYCHOL., 1968, 113, 253-262.

WETHERICK N E
A FURTHER STUDY OF THE INFERENTIAL BASIS OF CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
BRIT. J. PSYCHOL., 1968, 59, 431-435.

WOLFGANG A
EXPLORATION OF LIMITS OF INFORMATION PROCESSING IN CONCEPT IDENTIFICATION AS A FUNCTION OF SEX AND BACKGROUND-RELEVANT INFORMATION SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 1035-1038.

WOLFGANG A, PISHKIN V, ROSENBLUH E S
CONCEPT IDENTIFICATION OF SCHIZOPHRENICS AS A FUNCTION OF SOCIAL INTERACTION, SEX, AND TASK COMPLEXITY SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 336-342.

SHIFTS OR CONCEPT SWITCHING

BYCK M
COGNITIVE DIFFERENCES AMONG DIAGNOSTIC GROUPS OF RETARDATES SUBJECT AGE-SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 97-101.

COLE M, GAY J, GLICK J
REVERSAL AND NONREVERSAL SHIFTS AMONG LIBERIAN TRIBAL PEOPLE SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
J. EXP. PSYCHOL., 1968, 76, 323-324.

DANKS J H, GLUCKSBERG S
EFFECTS OF LEVEL OF INITIAL TRAINING ON REVERSAL SHIFT PERFORMANCE AND CLUSTERING IN FREE RECALL* A TEST OF THE MEDIATED ASSOCIATION HYPOTHESIS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 373-379.

FURTH H G, YOUNISS J
SCHIZOPHRENIC THINKING ON NONVERBAL CONCEPTUAL, DISCOVERY, AND TRANSFER TASKS SUBJECT AGE-ADULTS
J. NERV. MENT. DIS., 1968, 146, 376-383.

KENDLER H H, WATSON G W
CONCEPTUAL BEHAVIOR AS A FUNCTION OF ASSOCIATIVE STRENGTH BETWEEN REPRESENTATIONAL RESPONSES SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 321-325.

MARTIN E
SHORT-TERM MEMORY, INDIVIDUAL DIFFERENCES, AND SHIFT PERFORMANCE IN CONCEPT FORMATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 514-520.

NOLAN J D
REVERSAL AND EXTRADIMENSIONAL SHIFTS IN ABSTRACT AND CONCRETE SCHIZOPHRENICS SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 330-335.

PHELAN J G, GUSTAFSON C W
REVERSAL AND NONREVERSAL SHIFTS IN ACUTE BRAIN-INJURED WITH INJURY DIFFUSELY LOCALIZED SUBJECT AGE-ADULTS
J. PSYCHOL., 1968, 70, 249-259.

SCHVANEVELDT R W, KROLL N E A
EFFECTS OF CUE ASSOCIATIONS IN CONCEPT SHIFTS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 474-478.

SMITH E, LOESS H
REVERSAL AND NONREVERSAL SHIFTS IN CONCEPT FORMATION USING CONSISTENT AND INCONSISTENT RESPONSES SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 686-689.

TIGHE T J, TIGHE L S
DIFFERENTIATION THEORY AND CONCEPT-SHIFT BEHAVIOR
PSYCHOL. BULL., 1968, 70, 756-761.

WHITE R M JR
CONCEPT OF DIMENSIONALITY AND OPTIMAL SHIFT PERFORMANCE IN

NURSERY SCHOOL CHILDREN SUBJECT AGE-PRESCHOOL
J. EXP. CHILD PSYCHOL., 1968, 6, 113-119.

SIMILARITY

SHUELL T J
RETROACTIVE INHIBITION IN FREE-RECALL LEARNING OF CATEGORIZED LISTS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 797-805.

SOCIAL STUDIES

DENNIS J., BILLINGSLEY K R., THORSON S J
A PILOT EXPERIMENT IN EARLY CHILDHOOD POLITICAL LEARNING SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 63, 1968, , ,

SOCIOECONOMIC STATUS DIFFERENCES

ASHBAUGH A C
SELECTION OF GEOLOGICAL CONCEPTS FOR INTERMEDIATE GRADES SUBJECT AGE-ELEMENTARY
SCI. EDUC., 1968, 52, 189-196.

BRASWELL J S., ROMBERG T A
OBJECTIVES OF /PATTERNS IN ARITHMETIC/ AND EVALUATION OF THE TELECOURSE FOR GRADES 1 AND 3 SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 67, 1968, , ,

COLE M., GAY J., GLICK J
REVERSAL AND NONREVERSAL SHIFTS AMONG LIBERIAN TRIBAL PEOPLE SUBJECT AGE-ELEMENTARY,SECONDARY,ADULTS
J. EXP. PSYCHOL., 1968, 76, 323-324.

CAVEY A G
THE TRISTAN DA CUNHAN CHILDREN'S CONCEPTS OF EQUIVALENCE SUBJECT AGE-ELEMENTARY,SECONDARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 162-168.

DENNIS J., BILLINGSLEY K R., THORSON S J
A PILOT EXPERIMENT IN EARLY CHILDHOOD POLITICAL LEARNING SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 63, 1968, , ,

GOLOSCHMIC M L
THE RELATION OF CONSERVATION TO EMOTIONAL AND ENVIRONMENTAL ASPECTS OF DEVELOPMENT SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 579-589.

LEPPER R E
A CROSS-CULTURAL INVESTIGATION OF THE DEVELOPMENT OF SELECTED PIAGETIAN SCIENCE CONCEPTS, SOCIAL STATUS, AND READING READINESS SUBJECT AGE-ELEMENTARY
J. RES. SCI. TEACH., 1968, 5, 324-337.

ROTHENBERG B B., COURTNEY R G
CONSERVATION OF NUMBER IN VERY YOUNG CHILDREN* A REPLICATION OF AND COMPARISON WITH MEHLER AND BEVER'S STUDY SUBJECT AGE-PRESCHOOL
J. PSYCHOL., 1968, 70, 205-212.

SCHOLNICK E K., OSLER S F., KATZENELLENBOGEN R
DISCRIMINATION LEARNING AND CONCEPT IDENTIFICATION IN DISADVANTAGED AND MIDDLE-CLASS CHILDREN SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 15-26.

SILVERMAN I., SCHNEIDER D S
A STUDY OF THE DEVELOPMENT OF CONSERVATION BY A NONVERBAL METHOD SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. GENET. PSYCHOL., 1968, 112, 287-291.

STRATEGIES AND HYPOTHESIS TESTING

BAKER F B
THE DEVELOPMENT OF A COMPUTER MODEL OF THE CONCEPT ATTAINMENT PROCESS* A FINAL REPORT SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. THEO. PAP. NO. 16, 1968, , ,

BYERS J L., DAVIDSON R E
RELEVANT AND IRRELEVANT INFORMATION IN CONCEPT ATTAINMENT SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 277-281.

BYERS J L., DAVIDSON R E., ROHWER W D JR
THE EFFECTS OF STRATEGY INSTRUCTIONS AND MEMORY ON CONCEPT ATTAINMENT SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 831-837.

DENNY J P., BENJAFIELD J G
INTERPRETATION OF INFORMATION THAT AN INSTANCE IS POSITIVE OR NEGATIVE IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 283-284.

DI VESTA F J., WALLS R T
MULTIPLE- VERSUS SINGLE-PROBLEM TRAINING AND VARIATIONS OF SOLUTION RULES IN THE FORMATION OF LEARNING SETS SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 191-196.

DOWNING B D
SALIENCE AND LEARNING RATE IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 10, 73-74.

GPO 815-400-4

DUNHAM J L, BLAINE D D, REEVE M B
THE EFFECT OF SIMULTANEOUS AND SUCCESSIVE PRESENTATION OF INFORMATION PROCESSING TRAINING UPON CONCEPT LEARNING
SUBJECT AGE-ADULTS

PSYCHON. SCI., 1968, 11, 217-218.

DUNHAM J L, GUILFORD J P, HOEPFNER R
MULTIVARIATE APPROACHES TO DISCOVERING THE INTELLECTUAL COMPONENTS OF CONCEPT LEARNING
SUBJECT AGE-SECONDARY
PSYCHOL. REV., 1968, 75, 206-221.

ERICKSON J R
HYPOTHESIS SAMPLING IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS

J. EXP. PSYCHOL., 1968, 76, 12-18.

FALMAGNE R
A DIRECT INVESTIGATION OF HYPOTHESIS-MAKING BEHAVIOR IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 13, 335-336.

GETTYS W S, GETTYS C F
HYPOTHESIS SAMPLING IN SUCCESSIVE SOLUTIONS OF A CONCEPT-ID TASK
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 10, 121-122.

GREENBAUM C W, RAKOVER S, STEIN B, ET AL
THE EFFECT OF INSTRUCTIONAL SET ON HYPOTHESES AND BEHAVIOR IN CONCEPT FORMATION
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 806-812.

KATZ P A
ROLE OF IRRELEVANT CUES IN THE FORMATION OF CONCEPTS BY LOWER-CLASS CHILDREN
SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 233-238.

KING W L
RULE LEARNING AND TRANSFER AS A FUNCTION OF AGE AND STIMULUS STRUCTURE
SUBJECT AGE-ELEMENTARY,ADULTS
CHILD DEVELPM., 1968, 39, 311-324.

KLAUSMEIER H J, MEINKE D L
CONCEPT ATTAINMENT AS A FUNCTION OF INSTRUCTIONS CONCERNING THE STIMULUS MATERIAL, A STRATEGY, AND A PRINCIPLE FOR SECURING INFORMATION
SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 215-222.

LAUGHLIN P R
CONDITIONAL CONCEPT ATTAINMENT AS A FUNCTION OF IF FACTOR COMPLEXITY AND THEN FACTOR COMPLEXITY
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 212-222.

LAUGHLIN P R
FOCUSING STRATEGY FOR EIGHT CONCEPT RULES
SUBJECT AGE-ADULTS

J. EXP. PSYCHOL., 1968, 77, 661-669.

LAUGHLIN P R, MCGLYNN R P, ANDERSON J A, ET AL
CONCEPT ATTAINMENT BY INDIVIDUALS VERSUS COOPERATIVE PAIRS AS A FUNCTION OF MEMORY, SEX, AND CONCEPT RULE
SUBJECT AGE-ADULTS

J. PERS. SOC. PSYCHOL., 1968, 8, 410-417.

LE FURGY W G, SISSERSON J A
EFFECTS OF PROMPTING, CONFIRMATION, AND FREE CHOICE UPON CHILDREN'S ACQUISITION, VERBALIZATION AND GENERALIZATION OF A CONCEPT
SUBJECT AGE-SECONDARY
PSYCHON. SCI., 1968, 12, 277-278.

LOWENKRON B, JOHNSON P J
YOKED GROUP COMPARISON OF SELECTION AND RECEPTION PARADIGMS OF CONCEPT ATTAINMENT* A BIASED PROCEDURE
SUBJECT AGE-ADULTS
PSYCHOL. REP., 1968, 23, 1143-1149.

MERRYMAN C, KAUFMANN B, BROWN E, ET AL
EFFECTS OF /RIGHTS/ AND /WRONGS/ ON CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS

J. EXP. PSYCHOL., 1968, 76, 116-119.

NAHINSKY I D
A TEST OF AXIOMS OF ALL-OR-NONE CONCEPT IDENTIFICATION MODELS
SUBJECT AGE-ADULTS

J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 593-601.

NAHINSKY I D, MCGLYNN F D
HYPOTHESIS SAMPLING IN CONJUNCTIVE CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS

PSYCHON. SCI., 1968, 11, 77-78.

PETERSON M J
CONCEPT IDENTIFICATION AS A FUNCTION OF THE TYPE OF TRAINING SERIES
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 128-136.

ROGERS S P, HAYGOOD R C
HYPOTHESIS BEHAVIOR IN A CONCEPT-LEARNING TASK WITH PROBABILISTIC FEEDBACK
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 160-165.

ROSSKOPF M F
STRATEGIES FOR CONCEPT ATTAINMENT IN MATHEMATICS
J. EXP. EDUC., 1968, 37, 78-86.

SCHLAG-REY M, SUPPES P
HIGHER-ORDER DIMENSIONS IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS

PSYCHON. SCI., 1968, 11, 141-142.

SUPPES P, ROSENTHAL-HILL I
CONCEPT FORMATION BY KINDERGARTEN CHILDREN IN A CARD-SORTING TASK
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 212-230.

TORCIVIA J M, LAUGHLIN P R
DOGMATISM AND CONCEPT-ATTAINMENT STRATEGIES
SUBJECT AGE-SECONDARY

J. PERS. SOC. PSYCHOL., 1968, 8, 397-400.

TRABASSO T, STAUDENMAYER H
RANDOM REINFORCEMENT IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 447-452.

TRANSFER

ANDERSON R C
PART-TASK VERSUS WHOLE-TASK PROCEDURES FOR TEACHING A PROBLEM-SOLVING SKILL TO FIRST GRADERS
SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 207-214.

BOURNE L E JR, GUY D E
LEARNING CONCEPTUAL RULES* 1. SOME INTERRULE TRANSFER EFFECTS
SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 423-429.

CARON A J
CONCEPTUAL TRANSFER IN PREVERBAL CHILDREN AS A CONSEQUENCE OF DIMENSIONAL TRAINING
SUBJECT AGE-PRESCHOOL
J. EXP. CHILD PSYCHOL., 1968, 6, 522-542.

DI VESTA F J, WALLS R T
MULTIPLE- VERSUS SINGLE-PROBLEM TRAINING AND VARIATIONS OF SOLUTION RULES IN THE FORMATION OF LEARNING SETS
SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 191-196.

GAGNE R M
CONTRIBUTIONS OF LEARNING TO HUMAN DEVELOPMENT
PSYCHOL. REV., 1968, 75, 177-191.

KING W L
RULE LEARNING AND TRANSFER AS A FUNCTION OF AGE AND STIMULUS STRUCTURE
SUBJECT AGE-ELEMENTARY,ADULTS
CHILD DEVELPM., 1968, 39, 311-324.

LEE S S
TRANSFER FROM LOWER-LEVEL TO HIGHER-LEVEL CONCEPT
SUBJECT AGE-SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 930-937.

MURRAY F B
COGNITIVE CONFLICT AND REVERSIBILITY TRAINING IN THE ACQUISITION OF LENGTH CONSERVATION
SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 82-87.

NAMIKAS G A
THE EFFECT OF THE RELEVANCE AND NUMBER OF TRAINING DIMENSIONS ON CONCEPT IDENTIFICATION PERFORMANCE
SUBJECT AGE-ADULTS
PSYCHOL. REC., 1968, 18, 607-616.

NAMIKAS G, HARRIS D
CONCEPT IDENTIFICATION AS A FUNCTION OF RELEVANCE OF TRAINING AND INTERTASK INSTRUCTIONS
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 365-366.

OSLER S F, SCHOLNICK E K
THE EFFECT OF STIMULUS DIFFERENTIATION AND INFERENTIAL EXPERIENCE ON CONCEPT ATTAINMENT IN DISADVANTAGED CHILDREN
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 658-666.

PHELAN J G
INHIBITING EFFECTS OF ATTEMPTS TO VERBALIZE ON ATTAINMENT AND USE OF COMPLEX AND CONJUNCTIVE CONCEPTS
SUBJECT AGE-ADULTS
PSYCHOL. REP., 1968, 22, 785-793.

RANKIN W C, EVANS S H
FACILITATION OF SCHEMATIC CONCEPT FORMATION AS A FUNCTION OF TWO WITHIN-SCHEMA PRETRAINING MODES
SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 13, 325-326.

REED H B, DICK R D
THE LEARNING AND GENERALIZATION OF ABSTRACT AND CONCRETE CONCEPTS
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 486-490.

SCHOLNICK E K, OSLER S F, KATZENELLENBOGEN R
DISCRIMINATION LEARNING AND CONCEPT IDENTIFICATION IN DISADVANTAGED AND MIDDLE-CLASS CHILDREN
SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 15-26.

SCHVANEVELDT R W, KROLL N E A
EFFECTS OF CUE ASSOCIATIONS IN CONCEPT SHIFTS
SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 474-478.

STONES E, HESLOP J R
THE FORMATION AND EXTENSION OF CLASS CONCEPTS IN PRIMARY SCHOOL CHILDREN
SUBJECT AGE-ELEMENTARY
BRIT. J. EDUC. PSYCHOL., 1968, 38, 261-271.

SUPPES P, ROSENTHAL-HILL I
CONCEPT FORMATION BY KINDERGARTEN CHILDREN IN A CARD-SORTING TASK
SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 212-230.

TIGHE T J, TIGHE L S
PERCEPTUAL LEARNING IN THE DISCRIMINATION PROCESSES OF CHILDREN* AN ANALYSIS OF FIVE VARIABLES IN PERCEPTUAL PRETRAINING
SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 77, 125-134.

TRABASSO T, STAUDENMAYER H
RANDOM REINFORCEMENT IN CONCEPT IDENTIFICATION
SUBJECT AGE-ADULTS

J. EXP. PSYCHCL., 1968, 77, 447-452.

TRANSPOSITION

HANSEN E, CCLE M
DISCRIMINABILITY AND TRANSPOSITION ON THE INTERMEDIATE-SIZE PRCBLEM SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. EXP. CHILD PSYCHCL., 1968, 6, 174-180.

TEDFORD W H JR, KEMPLER B
DIRECTICNAL EFFECTS ON SIZE TRANSPOSITION IN PRESCHOOL CHILDREN SUBJECT AGE-PRESCHOOL,ELEMENTARY
J. EXP. CHILD PSYCHCL., 1968, 6, 394-401.

TYPE AND/OR AMOUNT OF PRETRAINING AND/OR TRAINING DIFFERENCES

ALLEN V L, BRAGG B W
EFFECT CF SCCIAL PRESSURE ON CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 302-308.

ALLEY G R, CARR D L
EFFECTS OF SYSTEMATIC SENSORY-MOTOR TRAINING ON SENSORY-MOTOR, VISUAL PERCEPTION AND CONCEPT-FORMATION PERFORMANCE OF MENTALLY RETARDED CHILDREN SUBJECT AGE-ELEMENTARY
PERCEP. MOT. SKILLS, 1968, 27, 451-456.

ANDERSCN R C
PART-TASK VERSUS WHOLE-TASK PROCEDURES FOR TEACHING A PROBLEM-SCLVING SKILL TC FIRST GRADERS SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 207-214.

BLCUNT N S, FREDRICK W C, JOHNSON S L
THE EFFECT CF A STUCY OF GRAMMAR ON THE WRITING OF EIGHTH-GRADE STUDENTS SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 69, 1968, , ,

BOLES R J
THE FEASIBILITY OF TEACHING BIOLOGY VIA THE SOCIO-HISTORICAL APPRCACH SUBJECT AGE-SECONDARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 66, 1968, , ,

BOURNE L E JR, GUY D E
LEARNING CONCEPTUAL RULES* 1. SOME INTERRULE TRANSFER EFFECTS SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 423-429.

CARCN A J
CONCEPTUAL TRANSFER IN PREVERBAL CHILDREN AS A CONSEQUENCE OF DIMENSICNAL TRAINING SUBJECT AGE-PRESCHOOL
J. EXP. CHILD PSYCHOL., 1968, 6, 522-542.

CEREWICKI L E, GRANT D A, PORTER E C
THE EFFECT OF NUMBER AND RELATEDNESS OF VERBAL DISCRIMINANDA UPON DIFFERENTIAL EYELID CONDITIONING SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 847-853.

COON R C, ODOM R D
TRANSITIVITY AND LENGTH JUDGMENTS AS A FUNCTION OF AGE AND SOCIAL INFLUENCE SUBJECT AGE-ELEMENTARY,SECONDARY
CHILD DEVELPM., 1968, 39, 1133-1144.

DANKS J H, GLUCKSBERG S
EFFECTS OF LEVEL OF INITIAL TRAINING ON REVERSAL SHIFT PERFORMANCE AND CLUSTERING IN FREE RECALL* A TEST OF THE MEDIATED ASSOCIATION HYPOTHESIS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 373-379.

DENNIS J, BILLINGSLEY K R, THORSON S J
A PILOT EXPERIMENT IN EARLY CHILDHOOD POLITICAL LEARNING SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 63, 1968, , ,

DENO S L
EFFECTS OF WORDS AND PICTURES AS STIMULI IN LEARNING LANGUAGE EQUIVALENTS SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 202-206.

DI VESTA F J, WALLS R T
MULTIPLE- VERSUS SINGLE-PROBLEM TRAINING AND VARIATIONS OF SOLUTION RULES IN THE FORMATION OF LEARNING SETS SUBJECT AGE-ADULTS
J. EDUC. PSYCHOL., 1968, 59, 191-196.

DUNHAM J L, BLAINE D D, REEVE M B
THE EFFECT OF SIMULTANEOUS AND SUCCESSIVE PRESENTATION OF INFORMATICN PROCESSING TRAINING UPON CONCEPT LEARNING SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 11, 217-218.

HALFORD G S
AN EXPERIMENTAL TEST OF PIAGET'S NOTIONS CONCERNING THE CONSERVATION OF QUANTITY IN CHILDREN SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 33-43.

HARPER E H, STEFFE L P
THE EFFECTS OF SELECTED EXPERIENCES ON THE ABILITY OF KINDERGARTEN AND FIRST-GRADE CHILDREN TO CONSERVE NUMEROUSNESS SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 38, 1968, , ,,

JACOBSON L I, ELENEWSKI J J, LORDAHL D S, ET AL
ROLE OF CREATIVITY AND INTELLIGENCE IN CONCEPTUALIZATION SUBJECT AGE-ADULTS
J. PERS. SOC. PSYCHOL., 1968, 10, 431-436.

JACOBSON L I, ELENEWSKI J J, LORDAHL D S

THE RELATIONSHIP BETWEEN ROTE LEARNING AND MEDIATED AND NON-MEDIATED CONCEPT LEARNING SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 10, 347-348.

KROLL N E A, GRANT C A
CUE SELECTION IN PAIRED-ASSOCIATE AND CONCEPT-LEARNING PARADIGMS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 64-71.

LEE S S
TRANSFER FROM LOWER-LEVEL TO HIGHER-LEVEL CONCEPT SUBJECT AGE-SECONDARY
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 930-937.

LINDAHL M B
ON TRANSITIONS FROM PERCEPTUAL TO CONCEPTUAL LEARNING SUBJECT AGE-ADULTS
SCAND. J. PSYCHOL., 1968, 9, 206-214.

MARTIN E
SHORT-TERM MEMORY, INDIVIDUAL DIFFERENCES, AND SHIFT PERFORMANCE IN CONCEPT FORMATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 514-520.

MURRAY F B
COGNITIVE CONFLICT AND REVERSIBILITY TRAINING IN THE ACQUISITION OF LENG CONSERVATION SUBJECT AGE-ELEMENTARY
J. EDUC. PSYCHOL., 1968, 59, 82-87.

NAMIKAS G A
THE EFFECT OF THE RELEVANCE AND NUMBER OF TRAINING DIMENSIONS ON CONCEPT IDENTIFICATION PERFORMANCE SUBJECT AGE-ADULTS
PSYCHOL. REC., 1968, 18, 607-616.

NAMIKAS G, HARRIS D
CONCEPT IDENTIFICATION AS A FUNCTION OF RELEVANCE OF TRAINING AND INTERTASK INSTRUCTIONS SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 365-366.

NOLAN J C
REVERSAL AND EXTRADIMENSIONAL SHIFTS IN ABSTRACT AND CONCRETE SCHIZOPHRENICS SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 330-335.

OSLER S F, SCHOLNICK E K
THE EFFECT OF STIMULUS DIFFERENTIATION AND INFERENTIAL EXPERIENCE ON CONCEPT ATTAINMENT IN DISADVANTAGED CHILDREN SUBJECT AGE-ELEMENTARY
J. EXP. CHILD PSYCHOL., 1968, 6, 658-666.

PETERSON M J
CONCEPT IDENTIFICATION AS A FUNCTION OF THE TYPE OF TRAINING SERIES SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 128-136.

RANKIN W C, EVANS S H
FACILITATION OF SCHEMATIC CONCEPT FORMATION AS A FUNCTION OF TWO WITHIN-SCHEMA PRETRAINING MODES SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 13, 325-326.

REED H B, DICK R D
THE LEARNING AND GENERALIZATION OF ABSTRACT AND CONCRETE CONCEPTS SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 486-490.

ROGERS S P, HAYGOOD R C
HYPOTHESIS BEHAVIOR IN A CONCEPT-LEARNING TASK WITH PROBABILISTIC FEEDBACK SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 160-165.

SCHOLNICK E K, OSLER S F, KATZENELLENBOGEN R
DISCRIMINATION LEARNING AND CONCEPT IDENTIFICATION IN DISADVANTAGED AND MIDDLE-CLASS CHILDREN SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 15-26.

SMITH I D
THE EFFECTS OF TRAINING PROCEDURES UPON THE ACQUISITION OF CONSERVATION OF WEIGHT SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 515-526.

STEFFE L P, PARR R B
THE DEVELOPMENT OF THE CONCEPTS OF RATIO AND FRACTION IN THE FOURTH, FIFTH, AND SIXTH YEARS OF THE ELEMENTARY SCHOOL SUBJECT AGE-ELEMENTARY
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 49, 1968, . ..

STONE D R
DEVELOPMENTAL ASPECTS OF THREE DIMENSIONAL CONCEPT ATTAINMENT SUBJECT AGE-ELEMENTARY,SECONDARY
PSYCHON. SCI., 1968, 11, 343-344.

TIGHE T J, TIGHE L S
DIFFERENTIATION THEORY AND CONCEPT-SHIFT BEHAVIOR
PSYCHOL. BULL., 1968, 70, 756-761.

TIGHE T J, TIGHE L S
PERCEPTUAL LEARNING IN THE DISCRIMINATION PROCESSES OF CHILDREN* AN ANALYSIS OF FIVE VARIABLES IN PERCEPTUAL PRETRAINING SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 77, 125-134.

WHITE R M JR
CONCEPT OF DIMENSIONALITY AND OPTIMAL SHIFT PERFORMANCE IN NURSERY SCHOOL CHILDREN SUBJECT AGE-PRESCHOOL
J. EXP. CHILD PSYCHOL., 1968, 6, 113-119.

WINER G A
INDUCED SET AND ACQUISITION OF NUMBER CONSERVATION SUBJECT AGE-ELEMENTARY
CHILD DEVELPM., 1968, 39, 195-205.

TYPE AND/OR AMOUNT OF REWARD AND/OR FEEDBACK VARIED

ALLEY G R
PERCEPTUAL-MOTOR PERFORMANCES OF MENTALLY RETARDED CHILDREN AFTER SYSTEMATIC VISUAL PERCEPTUAL TRAINING SUBJECT AGE-ELEMENTARY
AMER. J. MENT. DEFIC., 1968, 73, 247-250.

BROTSKY S J
CLASSICAL CONDITIONING OF THE GALVANIC SKIN RESPONSE TO VERBAL CONCEPTS SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 244-253.

BROWN B R, WALKER D W, EVANS S H
SCHEMATIC CONCEPT FORMATION AS A FUNCTION OF CONSTRAINT REDUNDANCY AND KNOWLEDGE OF RESULTS SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 11, 75-76.

BYCK M
COGNITIVE DIFFERENCES AMONG DIAGNOSTIC GROUPS OF RETARDATES SUBJECT AGE-SECONDARY
AMER. J. MENT. DEFIC., 1968, 73, 97-101.

CEREWICKI L E, GRANT C A, PORTER E C
THE EFFECT OF NUMBER AND RELATEDNESS OF VERBAL DISCRIMINANDA UPON DIFFERENTIAL EYELID CONDITIONING SUBJECT AGE-ADULTS
J. VERBAL LEARN. VERBAL BEHAV., 1968, 7, 847-853.

ERICKSON J R
HYPOTHESIS SAMPLING IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 12-18.

JONES D L
RELATIONSHIPS BETWEEN CONCEPT LEARNING AND SELECTED ABILITY TEST VARIABLES FOR AN ADULT POPULATION SUBJECT AGE-ADULTS
WIS. R + D CENT. COG. LEARN. TECH. REP. NO. 51, 1968, . .

KENCYER C E, PHILLIPS J L
SOME DIRECT TESTS OF CONCEPT IDENTIFICATION MODELS SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 13, 237-238.

LE FURGY W G, SISSERSON J A
EFFECTS OF PROMPTING, CONFIRMATION, AND FREE CHOICE UPON CHILDREN'S ACQUISITION, VERBALIZATION AND GENERALIZATION OF A CONCEPT SUBJECT AGE-SECONDARY
PSYCHON. SCI., 1968, 12, 277-278.

MERRYMAN C, KAUFMANN B, BROWN E, ET AL
EFFECTS OF /RIGHTS/ AND /WRONGS/ ON CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 116-119.

NOLAN J D
REVERSAL AND EXTRADIMENSIONAL SHIFTS IN ABSTRACT AND CONCRETE SCHIZOPHRENICS SUBJECT AGE-ADULTS
J. ABNORM. PSYCHOL., 1968, 73, 330-335.

NORMAN C, RIEBER M
FACILITATION OF CONCEPT FORMATION IN CHILDREN BY THE USE OF COLOR CUES SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 76, 460-463.

PEARRE J G, JONES E C
EFFECTS OF KNOWLEDGE OF RESULTS ON SCHEMATIC CONCEPT FORMATION SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 12, 367-368.

ROGERS S P, HAYGOOD R C
HYPOTHESIS BEHAVIOR IN A CONCEPT-LEARNING TASK WITH PROBABILISTIC FEEDBACK SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 76, 160-165.

SCHLAG-REY M, SUPPES P
HIGHER-ORDER DIMENSIONS IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 11, 141-142.

TIGHE T J, TIGHE L S
PERCEPTUAL LEARNING IN THE DISCRIMINATION PROCESSES OF CHILDREN* AN ANALYSIS OF FIVE VARIABLES IN PERCEPTUAL PRETRAINING SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 77, 125-134.

TRABASSO T, STAUDENMAYER H
RANDOM REINFORCEMENT IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 77, 447-452.

VARIATIONS WITHIN DIMENSIONS DEFINING THE CONCEPT

DOWNING B D
SALIENCE AND LEARNING RATE IN CONCEPT IDENTIFICATION SUBJECT AGE-ADULTS
PSYCHON. SCI., 1968, 10, 73-74.

PETERSON M J
CONCEPT IDENTIFICATION AS A FUNCTION OF THE TYPE OF TRAINING SERIES SUBJECT AGE-ADULTS
J. EXP. PSYCHOL., 1968, 78, 128-136.

SCHAEFFER B, WALLACE R
INTERDEPENDENCE OF RULE-LEARNING AND ATTRIBUTE-LEARNING SUBJECT AGE-ADULTS
PERCEP. MOT. SKILLS, 1968, 27, 239-246.

TIGHE T J, TIGHE L S
PERCEPTUAL LEARNING IN THE DISCRIMINATION PROCESSES OF CHILDREN* AN ANALYSIS OF FIVE VARIABLES IN PERCEPTUAL PRETRAINING SUBJECT AGE-ELEMENTARY
J. EXP. PSYCHOL., 1968, 77, 125-134.

AUTHOR INDEX

Allen, V. L. 15, 31, 55

Alley, G. R. 15, 31, 55, 57

Anderson, R. C. 15, 54, 55

Anderson, J. A. 19, 40, 47, 50, 53

Anisfeld, M. 15, 47

Ashbaugh, A. C. 15, 27, 28, 36, 40, 48, 50, 52

Askov, E. 20, 47

Baker, F. B. 15, 33, 36, 39, 42, 52

Baldwin, R.
see Quilling, Cook, Wardrop, et al., 21, 27, 37, 39

Bee, H. L. 15, 32, 35, 50

Benjafield, J. G. 16, 43, 52

Bentler, P. M. 18, 33, 38, 45

Billingsley, K. R. 16, 27, 28, 40, 52, 55

Bittner, A. C. 15, 17, 28, 33, 36, 44, 50

Blaine, D. D. 15, 32, 36, 39, 53, 55

Blake, K. A. 15, 28, 31, 35, 36, 40

Bledsoe, J. C. 16, 27, 28, 36, 40, 48

Blount, N. S. 15, 17, 28, 36, 38, 40, 50, 55

Blount, W. R. 15, 31, 47

Boener, C. M. 15, 28, 48

Boles, R. J. 15, 40, 48, 55

Bornstein, R. 15, 32, 36

Bourne, L. E., Jr. 15, 32, 42, 43, 47, 54, 55

Bragg, B. W. 15, 31, 55

Branham, L. 18, 27, 31, 35, 41, 50

Braswell, J. S. 15, 27, 28, 38, 52

Brotsky, S. J. 15, 31, 35, 43, 49, 57

Brown, B. R. 15, 46, 57

Brown, E. 19, 42, 53, 57

Brownell, W. A. 16, 35, 38

Byck, M. 16, 31, 51, 57

Byers, J. L. 16, 36, 39, 43, 52

Calfee, R. C. 16, 36, 42

Carey, R. L. 16, 20, 28, 29, 38, 40, 41, 48

Carini, L. 16, 44, 47

Carini, P. F. 16, 44, 47

Carnes, P. E. 16, 27, 28, 36, 40, 48

Caron, A. J. 16, 34, 35, 38, 54, 55

Carr, D. L. 15, 31, 55

Castore, C. H. 22, 32

Cerewicki, L. E. 16, 43, 55, 57

Chien, C. S. 23, 30

Clark, D. C. 16, 31

Cole, M. 16, 18, 28, 32, 34, 42, 49, 51, 52, 55

Cook, D. M. 16, 21, 27, 36, 37, 38, 39

Coon, R. C. 16, 28, 44, 55

Cotton, J. W. 16, 42, 46

Courtney, R. G. 21, 30, 34, 46, 52

Dames, J.
see Merryman, Kaufmann, Brown, et al., 19, 42, 53, 57

Danks, J. H. 16, 39, 51, 55

Davey, A. G. 16, 28, 52

Davidson, R. E. 16, 36, 39, 43, 52

Davis, G. A. 21, 42, 44

Davis, J. K. 19, 40, 42, 44

Dennis, J. 16, 27, 28, 40, 52, 55

Denny, J. P. 16, 43, 52

Deno, S. L. 16, 55

Dick, R. D. 21, 36, 54, 56

Dickstein, L. S. 16, 32, 40

Di Vesta, F. J. 17, 52, 54, 55

Dodd, D. H. 15, 32, 42

Doherty, M. A. 19, 32, 36, 41

Dominowski, R. L. 17, 43

Downing, B. D. 17, 42, 52, 57

Duncan, C. P. 17, 39, 43

Dunham, J. L. 15, 17, 32, 35, 36, 39, 49, 53, 55

Dunn, R. F. 17, 19, 31, 32, 35, 36, 41, 43

Dwyer, F. M., Jr. 17, 36, 48, 49

Elenewski, J. J. 18, 39, 41, 55

Elkind, D. 17, 33, 35, 45

Erickson, J. R. 17, 39, 42, 53, 57

Evans, S. H. 15, 21, 46, 54, 56, 57

Falmagne, R. 17, 53

Fredrick, W. C. 15, 17, 27, 28, 29, 32, 36, 38, 40, 43, 49, 50, 55

Furth, H. G. 17, 27, 28, 29, 40, 45, 47, 51

Gagne, R. M. 17, 33, 35, 39, 40, 42, 45, 47, 49, 54

Gay, J. 16, 28, 32, 51, 52

Gettys, C. F. 17, 53

Gettys, V. S. 17, 53

Glick, J. 16, 17, 28, 29, 32, 34, 40, 42, 45, 49, 50, 51, 52

Glucksberg, S. 16, 39, 51, 55

Goldschmid, M. L. 17, 18, 27, 28, 31, 33, 38, 40, 45, 50, 52

Grant, D. A. 16, 18, 34, 35, 36, 43, 55, 56, 57

Greenbaum, C. W. 18, 36, 53

Grier, J. B. 15, 32, 36

Guilford, J. P. 17, 35, 49, 53

Gustafson, C. W. 20, 39, 44, 51

Guy, D. E. 15, 32, 42, 43, 47, 54, 55

Hale, G. A. 19, 20, 27, 31, 33, 41, 45, 50

Halford, G. S. 18, 32, 33, 45, 55

Hall, V. C. 18, 29, 33, 45

Hamilton, H. 21, 34, 43, 46, 49

Hansen, B. 18, 55

Harper, E. H. 18, 29, 33, 38, 41, 45, 50, 55

Harris, D. 20, 32, 37, 54, 56

Haygood, R. C. 19, 21, 23, 37, 44, 47, 49, 53, 56, 57

Helgeson, S. L. 18, 29, 38, 39, 41, 48

Heslop, J. R. 22, 30, 42, 54

Hoepfner, R. 17, 35, 49, 53

Hulsebus, R. C. 21, 30, 34, 46

Hunt, E. B. 18, 33, 42, 47

Jackson, B. 22, 37

Jacobson, E. S.
see Laughlin, McGlynn, Anderson, et al., 19, 40, 47, 50, 53

Jacobson, L. I. 18, 39, 41, 55

Johnson, P. J. 19, 37, 53

Johnson, S. L. 15, 17, 28, 36, 38, 40, 55

Jones, D. L. 18, 27, 32, 35, 57

Jones, E. C. 20, 57

Justesen, D. R.
see Bourne, Dodd, Guy, et al., 15, 32, 42

Kalowski, C. A. 19, 36, 49

Kamla, D.
see Cook, Wardrop, Tagatz, 16, 36, 38

Katahn, M. 18, 27, 31, 35, 41, 50

Katz, P. A. 18, 29, 41, 43, 53

Katzenellenbogen, R. 21, 41, 52, 54, 56

Kaufmann, B. 19, 42, 53, 57

Kempler, B. 23, 30, 42, 55

Kendler, H. H. 18, 31, 51

Kenoyer, C. E. 18, 42, 57

Kessen, W.
see Cole, Sharp, Glick, et al., 16, 28, 34, 42, 49

Kilkenny, T. M. 19, 29, 33, 45

King, W. L. 18, 29, 44, 50, 53, 54

Kingsley, R. 18, 29, 33, 45

Klausmeier, H. J. 17, 18, 29, 36, 38, 43, 49, 50, 53 see Quilling, Cook, Wardrop, et al., 21, 27, 37, 39

GPO 815-400-3

Kohlberg, L. 18, 33, 45, 47

Komechak, M. 22, 32, 37

Kroll, N. E. A. 18, 22, 31, 34, 35, 36, 51, 54, 56

Kvale, S. 18, 47

Laughlin, P. R. 19, 23, 28, 32, 36, 39, 40, 41, 44, 47, 49, 50, 53

Lee, S. S. 19, 27, 36, 47, 54, 56

Lefrançois, G. 19, 29, 33, 38, 45

Le Furgy, W. G. 19, 35, 37, 41, 53, 57

Lemke, E. A. 22, 30, 43, 51

Lepper, R. E. 19, 27, 33, 45, 48, 52

Leventhal, D. S. 19, 31, 35, 44, 46

Lindahl, M. B. 19, 56

Liroff, J. H.
See Jacobson, Elenewski, Lordahl, et al., 18, 41, 55

Loess, H. 22, 34, 51

Looney, N. J. 19, 37, 44, 47

Loose, C.
see Quilling, Cook, Wardrop, et al., 21, 27, 37, 39

Lordahl, D. S. 18, 39, 41, 55

Lowenkron, B. 19, 37, 53

Lumsden, E. A. 19, 29, 33, 45

MacKay, C. K. 19, 29, 33, 45

Martin, E. 19, 40, 51, 56

McDonald, F. J. 16, 31

McGlynn, F. D. 20, 53

McGlynn, R. P. 19, 40, 47, 50, 53

McManis, D. L. 19, 29, 31, 41, 45

Meinke, D. L. 18, 22, 30, 36, 43, 51, 53

Merryman, C. 19, 42, 53, 57

Metzler, M. E. 19, 36, 49

Miller, G. W. 19, 40, 42, 44

Miller, L. K. 19, 20, 27, 31, 33, 41, 45, 50

Minkowich, A.
see Greenbaum, Ravoker, Stein, et al., 18, 36, 53

Murray, F. B. 19, 20, 29, 33, 45, 50, 54, 56

Murray, J. P. 20, 29, 45

Nahinsky, I. D. 20, 43, 53

Namikas, G. A. 20, 32, 34, 37, 44, 54, 56

Nolan, J. D. 20, 28, 51, 56, 57

Norman, C. 20, 29, 37, 42, 57

Odom, R. D. 16, 28, 44, 55

Olson, G. M. 20, 27, 33, 41, 45, 50

Osler, S. F. 20, 21, 32, 34, 41, 52, 54, 56

Ostap, K. M.
see Laughlin, Kalowski, Metzler, et al., 19, 36, 49

Otto, W. 20, 47

Page, A. 20, 29, 33, 37, 45, 50

Parr, R. B. 22, 30, 38, 39, 41, 49, 56

Pearre, J. G. 20, 57

Pedersen, F. A. 20, 29, 32, 41

Pella, M. O. 20, 27, 29, 30, 37, 41, 43, 48

Peterson, M. J. 20, 50, 53, 56, 57

Peterson, R. E. 16, 36, 42

Pettifor, J. L. 20, 30, 44

Phelan, J. G. 20, 39, 44, 47, 51, 54

Phillips, J. L. 18, 42, 57

Pishkin, V. 23, 27, 28, 31, 44, 46, 51

Poole, H. E. 21, 34, 45, 46, 48

Porter, E. C. 16, 43, 55, 57

Poteat, B. W. S. 19, 21, 29, 30, 33, 34, 45, 46

Price, R. H. 21, 27, 28, 35, 37, 42, 44, 49

Prince, J. R. 21, 30, 34, 46, 48

Pyle, T. W. 15, 32, 36, 39

Quarterman, C. J. 21, 30, 37

Quilling, M. 18, 21, 27, 29, 37, 38, 39, 50
see Cook, Wardrop, Tagatz, et al., 16, 36, 38

Rakover, S. 18, 36, 53

Ramsay, J. G. 21, 31, 44, 49

Rankin, W. C. 21, 54, 56

Raven, R. J. 21, 30, 34, 46, 48

Reed, H. B. 21, 36, 54, 56

Reeve, M. B. 17, 39, 53, 55

Reynolds, P. D. 21, 27, 37

Rieber, M. 20, 29, 37, 42, 57

Riegel, K. F. 21, 30, 37

Rogers, S. P. 21, 53, 56, 57

Rohwer, W. D. 16, 36, 39, 52

Romberg, T. A. 15, 27, 28, 38, 52

Rosenbluh, E. S. 23, 27, 28, 31, 44, 46, 51

Rosenthal-Hill, I. 22, 32, 39, 43, 53, 54

Rosskopf, M. F. 21, 39, 47, 53

Rothenberg, B. B. 21, 30, 34, 46, 52

Rothman, A. I. 21, 48, 49

Roweton, W. E. 21, 42, 44

Saltz, E. 21, 34, 43, 46, 49

Satterly, D. 21, 30, 46, 51

Scandura, J. M. 21, 47

Schaeffer, B. 21, 44, 47, 57

Schlag-rey, M. 21, 37, 53, 57

Schneider, D. S. 22, 30, 34, 46, 51, 52

Schnolnick, E. K. 20, 21, 32, 34, 41, 52, 54, 56

Schvaneveldt, R. W. 22, 31, 51, 54

Scriven, E. G. 22, 30, 41, 48, 51

Shanab, M. E. 16, 42, 46

Sharp, D. W. 16, 28, 34, 42, 49

Sherman, J. E. 22, 37, 41, 48, 51

Shinedling, M. M. 15, 28, 33, 36, 44, 50

Shuell, T. J. 22, 40, 52

Shuman, E.
see Cook, Wardrop, Tagatz, et al., 16, 36, 38

Silverman, I. 22, 30, 34, 46, 51, 52

Simon, S. H. 22, 37

Sisserson, J. A. 19, 35, 37, 41, 53, 57

Smart, M. 22, 34, 35, 46

Smith, E. 22, 34, 51

Smith, I. D. 22, 27, 34, 46, 56

Staats, A. W. 22, 27, 39, 41

Staudenmayer, H. 23, 54, 57

Stauss, N. G. 20, 22, 29, 30, 35, 38, 41, 48, 49

Steffe, L. P. 18, 22, 29, 30, 33, 38, 39, 41, 45, 49, 50, 55, 56

Stein, B. 18, 36, 53

Stephens, W. E. 22, 31, 32, 37, 42

Stevenson, H. W. 19, 31, 33, 41, 45
see Olson, Miller, Hale, et al., 20, 27, 33, 41, 45, 56

Stone, D. R. 22, 30, 32, 35, 46, 51, 56

Stones, E. 22, 30, 42, 54

Streufert, S. 22, 32

Streufert, S. C. 22, 32

Suedfeld, P. 22, 32, 37

Suppes, P. 21, 22, 32, 39, 43, 53, 54, 57

Tagatz, G. E. 16, 22, 30, 36, 38, 43, 51

Tannenbaum, P. H. 23, 37

Taylor, C. L. 23, 49

Tedford, W. H. 23, 30, 42, 55

Thorson, S. J. 16, 27, 28, 40, 52, 55

Tighe, L. S. 23, 34, 35, 42, 47, 51, 54, 56, 57

Tighe, T. J. 23, 34, 35, 42, 47, 51, 54, 56, 57

Torcivia, J. M. 23, 28, 53

Trabasso, T. 23, 54, 57

Triezenberg, H. J. 23, 37, 38, 39, 40, 49

Tsai, L. S. 23, 30

VanDeventer, W. C. 16, 27, 28, 36, 40, 48

Venclovas, S. M.
see Laughlin, Kalowski, Metzler, et al., 19, 36, 49

Voelker, A. M. 20, 23, 27, 30, 37, 41, 42, 48, 49

Walker, D. W. 15, 46, 57

Wallace, R. 21, 44, 47, 57

Walls, R. T. 17, 52, 54, 55

Wapner, S. 17, 29, 40, 45, 49, 50

Wardrop, J. L. 16, 18, 21, 27, 29, 36, 37, 38, 39, 50

Watson, G. W. 18, 31, 51

Wender, P. H. 20, 29, 32, 41

Wetherick, N. E. 23, 30, 32, 40, 43, 51

White, R. M. 23, 30, 32, 51, 56

Wiegand, V. K. 17, 39, 40, 49

Williams, C. L. 15, 28, 31, 35, 36, 40

Williams, F. 23, 37

Winer, G. A. 23, 34, 46, 56

Wohlwill, J. F. 23, 30, 34, 46, 49

Wolfgang, A. 23, 27, 28, 31, 37, 44, 46, 51

Wood, G. 23, 38, 40, 43

Youniss, J. 17, 20, 27, 28, 29, 40, 45, 47, 51

Ziegler, R. E. 20, 30, 37, 43, 48

GPO 815-400-2